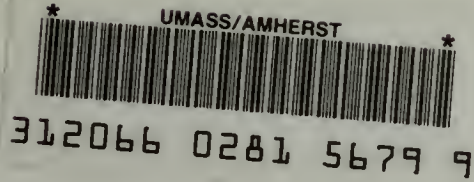


MASS. EDI. 2: C38/2000/HON. E. MUHAMMAD



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Executive Director

Mr. David Driscoll
Commissioner of Education
Massachusetts Department of Education
Charter School Office
Application Review
One Ashburton Place, Rm 1403
Boston, MA 02108

December 15, 2000

Dear Mr. Driscoll:

Muhammad's Development Corporation, Inc. is pleased to submit to you a final application to establish The Honorable Elijah Muhammad Charter School in the city of Springfield, Massachusetts. The vision of the founders of the Honorable Elijah Muhammad Charter School is to offer an high quality alternative educational program that places the academic needs of children in grades K – 3 first and foremost. We will subsequently increase enrollment to grade 8 by 2005.

With the granting of a public charter, we will offer a challenging, enriching curriculum where students will vigorously pursue academic excellence coupled with high expectations in a safe, caring instructional environment for all students.

As evidenced by the support letters in the attachment section of the application, this charter school has received widespread community support and promises to be a beacon of light in elementary and middle school urban education.

We are honored to undergo the application process and look forward to your highest consideration.

Sincerely,

Evelyn Bowman
Evelyn Bowman
Board President

Kim Muhammad
Kim Muhammad
Executive Director

GOVERNMENT DOCUMENTS
COLLECTION

JUL 27 2001

University of Massachusetts
Depository Copy

**The Honorable Elijah Muhammad Charter School
727 State Street
Springfield, Massachusetts**

**Final Application
December 15, 2000**

Charter Application Information Sheet

This sheet must be attached to the prospectus and final application. Please type information.

Name of Proposed Charter School The Honorable Elijah Muhammad
Charter School

School Address 727 State Street

School Location Springfield, Massachusetts 01109

Name of Group Applying for Charter Muhammad's Development
Corporation, Inc.

Contact Person(s) Evelyn Bowman
Kim Alston

Address 727 State Street

City Springfield State Massachusetts Zip 01109

Daytime Tel: (413) 736-4420 Fax: (414) 736-4420
 (413) 827-7692

E-Mail: N/A

The proposed school will open in the fall of school year (☒)2001-02 ()2002-03

SCHOOL YEAR	GRADE LEVEL	TOTAL STUDENT ENROLLMENT
First Year	K-3	60
Second Year	K-4	75
Third Year	K-5	90
Fourth Year	K-6	105
Fifth Year	K-7	120

Commonwealth charter application only

Will This school be a Regional Charter School? () Yes (☒) No

School Districts from which students are expected to come (use additional sheet if necessary):

The City of Springfield

Commonwealth Charter School Certification Statement

Proposed Charter School Name:

The Honorable Elijah Muhammad
Charter School

Proposed School Location (City/Town):

Springfield, Massachusetts

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief: that this application has been or is being sent to the superintendent of all the districts from which we intend to draw students: and further, I understand that, if awarded a charter, the proposed school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person

Evelyn Bowman

Date 12 15 00

Print/Type Name

Evelyn Bowman

Executive Summary

Mission Statement

The mission of The Honorable Elijah Muhammad Charter School is to equip students with a firm foundation for learning and opportunity to achieve academic excellence. Through high expectations and caring instruction, we will focus our educational program on mastery of the core competencies of mathematics, science and the arts. We are committed to building character in our students as a principal method to strengthen their intellectual potential, develop their personal discipline and solidify their connections to themselves, their family, their community and the world.

In keeping with the legacy of The Honorable Elijah Muhammad, we will empower students to think creatively to solve the issues before them. They will be taught to take individual responsibility for their own actions, envision what they want to achieve and qualify themselves through intense study and discipline to accomplish their goals.

Our Educational Philosophy Encompasses:

- Substantial student achievement for all students
- A learning environment that is standard based
- An emphasis on mathematics, science and the arts
- A commitment to community service and life skills development
- A commitment to instruction in character building to help students develop civic responsibility
- Disciplined safe environment fostering respect for family and community
- Strong parent/school partnership designed to support student learning

Most important academic standards and expected outcomes for student learning:

- All students will demonstrate high levels of performance and mastery in mathematics, science, arts, history and world language
- Students will show proficiency or exceed the norm on the Massachusetts Comprehensive Assessment System Test, and the Iowa Test of Basic Skills
- Parents will be held accountable for regularly participating in their children's education through volunteerism, homework assistance, meeting attendance, etc.
- Students will strengthen their intellectual potential and personal discipline
- Students will develop critical/analytical thinking skills to bolster their ability to problem solve and make effective decisions
- Young people will develop an appreciation for African-American and Latino contributions to civilization
- Students will regularly use technology to accomplish tasks and support their learning.

I. Is the school faithful to the terms of its charter?
--

A. Charter School Mission Statement

The mission of The Honorable Elijah Muhammad Charter School is to equip students with a firm foundation for learning and opportunity to achieve academic excellence. Through high expectations and caring instruction, we will focus our educational program on mastery of the core competencies of mathematics, science and the arts. We are committed to building character in our students as a principle method to strengthen their intellectual potential, develop their personal discipline and solidify their connections to themselves, their family, their community and the world.

The Honorable Elijah Muhammad Charter School will place special emphasis on small classroom size, collaborative learning, civic responsibility, and employing a teaching methodology that prepares a cross section of Springfield students to be tomorrow's leaders. Students will learn the relevancy of academic content to their own personal lives. Lessons will be presented in a highly structured sequential manner so that teachers build upon concepts and skills previously learned.

Our school is named for and based upon the example of The Honorable Elijah Muhammad, a great humanitarian leader who believed in freedom, justice and equality, the basis of civil rights for all people, particularly for oppressed people around the world. He demonstrated true leadership, commitment, and vision as a man who demanded excellence in all of his endeavors. He believed that education was a right not a privilege.

Although he only possessed a third grade education, he understood fully the immeasurable value of education. He believed education provided the skills, tools and knowledge needed to realize one's goals and aspirations. He also believed that parents play a crucial role in the education of their children since they are their first teachers. With parent support, children feel more confident, perform better academically and acquire habits that will facilitate them towards fulfilling their goals.

In keeping with the legacy of The Honorable Elijah Muhammad, we will empower students to think creatively to solve the issues before them. They will be taught to take individual responsibility for their own actions, envision what they want to achieve and qualify themselves through intense study and discipline. By tapping into their many talents and gifts, they will develop community pride and understand their important role in improving their surroundings.

The Honorable Elijah Muhammad's influence in the African-American community opened up a whole new horizon for self-development and economic

development. A successful businessman and entrepreneur, he is a strong role model for children living in disadvantaged conditions. We want our students to embrace these very same principles of self-reliance, community service and economic development as they tackle the challenges of this world. (See attachments for more on the Honorable Elijah Muhammad.)

African American and Latino history will be integrated into the curriculum to help students develop a positive self-image, healthy self esteem, and good understanding of the contributions of both ethnic groups to world history, language and culture, since both groups are a substantial portion of Springfield's present day population.

Our school will educate children in grades K-3 in the first year, but will subsequently expand one grade per year until reaching grade 8.

II. Is the school an academic success?

A. Academic Standards

Describe the school's academic standards.

The Honorable Elijah Muhammad Charter School's goals and achievements are as follows:

- All students will demonstrate high levels of performances and mastery in mathematics, science, arts, history, character and ethics, music and language
- All students will show proficiency or exceed the norm on the MCAS Test and the Iowa Test of Basic Skills (Those who attend the Honorable Elijah Muhammad Charter School (THEMCS) from K-4)
- Students will be empowered by strengthening their intellectual potential and personal discipline.
- Young people will develop an appreciation for African-American and Latino contributions to civilization
- Students will come to understand civic responsibility through history, community studies and community
- Parents will be regularly involved in their children's schooling

Non Academic Goals for Student Learning

- Students will demonstrate respect for each other,, for staff and for members of the community
- Students will participate in the life of the broader community through involvement in community service as fundamental steps in developing the responsibilities of citizenship
- Students will demonstrate self discipline in a caring environment that is conducive to learning

- Students will be challenged to excel academically as they value their own creativity, thinking and ability.
- Student life credits will be accrued for each student as they build their character
- Students will learn to value themselves, their culture, language and individual diversity

**The above stated non- academic goals for students learning relate to their individual growth and development. These will be fostered by committed teachers, parents, and administrators. Staff development and parental involvement will give training in these areas.

- Since a school community environment reflects the values it teaches, the school will encourage cooperation, teamwork, respect for authority and work ethic.

B. Educational Program

Describe the design of the school's educational program in terms of it.

1 A) Curriculum design and sources

See appedix

1B) Methods of Teaching

To accomplish the mission of THEMCS we will have

1*Rigorous curricula, with well defined grade by grade outcomes in line with state and national standard that focus on cumulative acquisition of knowledge and skills in academic areas

2*Teaching method that provides children with support and challenges their need to master grade appropriate skills, ideas and facts in every subject areas

3*Integrated thematic approach that shows the connection of science, mathematics, language arts and history.

4*Each classroom will be center based (learning center/stations will be located in each room) These centers will have hands on learning activities that students engage independently or in small groups. Activities will reinforce skills taught and all students will work at their own pace. Each center will reinforce core subject

5*Direct instruction-explicit teaching combined with skilled questioning and observing to assess students understanding. Good direct instruction is dynamic and interactive. It is appropriate for large and small groups and is distinguished by series of steps : demonstrating, guided practice and feedback.

6*Cooperative learning- involves placing students in small groups of different ability levels together in small groups and assigning them a specific task. Each group member has a role to fill in completing the activity. THEMCS uses the cooperative model developed by Robert Slavin at John Hopkins University for use in reading program "Success for All"

7*Technology- Teacher will integrate technology in each content area and across disciplines. Computers, digital cameras, laser disc players and internet.

8*Individual tutorials- student will receive one to one teacher assistance when needed as well as peer tutoring

9* Differentiated Instruction- Because our program builds in many opportunities for individualized learning and ensures that students get plenty of personal attention, it is well suited to students with learning or physical disabilities. Our rich curriculum appropriately challenges gifted and talented students.

10* Project based—short term or long term, done by individuals, small groups or whole class are an integral part of the curriculum. They are key means of channeling student motivation and enthusiasm in support of academic goals, and of integrating subject skills and knowledge by applying them to concrete problems and needs. The real life immediacy of good projects encourages quality work and the pursuit of excellence.

11* Assessments –Teachers will be required to use various means of observation and reporting to validate learning

1C) Organization of students and faculty

Each faculty member will be responsible for a) providing subject matter instruction to K-3 grade level students; b) serving as a member of faculty team that assists individual students in fulfilling their learning plans/ All faculty will be expected to teach effectively with high expectations to heterogeneous grouping of students

A core group of 4 master teachers, with subject matter expertise in Mathematics, Science, Language Arts and History. World Language teacher will teach grades K-3. Teachers will follow their schedule rotating into the classrooms. Each teacher will also be a home room teacher and will teach physical education/health to their homeroom students.

Each class will consist of 15 students. Our school will promote heterogeneous grouping of students so that students of different abilities and learning styles will be clustered in the same classroom and cohort. Instructional strategies such as differentiated instruction will help ensure that all students succeed in this environment. See graph projections

YEAR	GRADE	# OF CLASSES X STUDENTS	ENROLLEMNT
SEPT 2001	K-3	4 X 15	60
SEPT 2002	K-4	5 X 15	75
SEPT 2003	K – 5	6 X 15	90
SEPT 2004	K – 6	7 X 15	105
SEPT 2005	K – 7	8 X 15	120
SEPT 2006	K – 8	9 X 15	135

Our partnerships with the African American Music Society of Greater Springfield will give our students instruction in the music of African drums, jazz and salsa.

1D) School schedule and calendar

A TYPICAL SCHOOL SCHEDULE AT THEMCS

TIME	SCHEDULE
07:00 -7:50	BREAKFAST PROGRAM
08:00- 8:15	HOME ROOM / WELCOMING
08:15-9:30	LANGUAGE ARTS (READING, WRITING, LISTENING, SPEAKING)
09:30 – 10:15	MATHEMATICS
10:15 – 11:00	CLEAN UP/BREAK/SILENT READING INDIVIDUAL TUTORIALS
11:00 – 11:15	TRANSITION HOME TO COMPUTER LAB
11:15 -12:00	COMPUTER LAB/PHYSICAL ED/HEALTH
12:00-12:40	LUNCH / RECESS
12:40-12:50	RETURN TO CLASS
12:50-01:30	SOCIAL STUDIES / HISTORY
01:30-2:15	WORLD LANGUAGE
2:15-3:00	SCIENCE
3:00-3:30	MUSIC / DRAMA
3:30-5:00	EXTENDED DAY

THEMCS schedule allows for consistent and extended academic instruction. The hours of operation is 7:00 A.M. – 5:00 P.M. This schedule includes extended day activities.

Extended day activities included:

*Tutorials * Homework Help * Computer Research

**Performing Arts*Clubs-Chess-Debate-Oratory

With the exception of the 11 days added to our school year, this schedule corresponds with Springfield Public School's schedule. This is to assist families whose other children attend Springfield's public schools. This schedule also helps our children with access to district transportation.

SCHOOL CALENDAR

Date	Day	Event
AUG 20-24	MONDAY-fri	FACULTY IN SERVICE
AUG 27	MON	FIRST DAY OF SCHOOL
Sept 03	MON	LABOR DAY
OCT 88	MON	COLUMBUS DAY

NOV 12	MON	VETERAN'S DAY
NOV 21-25	WED-SUN	THANKSGIVING
DEC 03	MON	TEACHER'S WORK DAY
DEC 24-JAN 02	FRI – SUN	WINTER RECESS
JAN 21	MON	MARTIN LUTHER KING
JAN 25	FRI	TEACHER'S WORK DAY
FEB 17-25	FRI-SUN	MIDWINTER RECESS
MAR 04	MON	TEACHER'S WORK DAY
APR 17-21	FRI – MON	SPRING RECESS
MAY 27	MON	MEMORIAL DAY
JULY 2	TUES	CLASSES END

Calendar includes five days for inclement weather.

B 2) describe the education theory and/or approach that will guide the educational program and how it aligns with the school's mission.

THEMCS educational theory and objectives are as follows

1. To ensure that students demonstrate mastery of skills in the following areas of study

*mathematics	*language arts
*science	*history
*fine arts & music	
2. All children are capable of achieving at high levels if they are challenged by an engaging curriculum, afforded adequate time and are taught by sincere, caring individuals
3. Parents, administrators, teachers and students collaborate to create an enriching educational experience to promote life long learning.
4. To develop positive self concept and self esteem in children that will empower students to achieve at high academic standards
5. every child is supported by his/her unique ability to learn and grow.
6. parents are treated as partners in this child's education and moral development
7. Teachers are to be catalyst for innovative and effective learning opportunities.

To ensure that students demonstrate competency in the following skill areas:

- Critical / Analytical thinking skills
- Character Building skills (ethics, self assessments, and community services
- Life skills-solidify your connections to themselves, their family, their community and the world

5) To establish a commitment to a common vision among principals, teachers, students, and parents; establishing agreement on their goals, methods and content of schooling.

6) To employ teachers with high expectations that all their students can and will learn.

7) To conduct regular and frequent reviews of school progress, making adjustments of instructional practices in light of student progress.

YEAR I and II OBJECTIVES

- a) To develop an integrated curriculum encompassing each of the skill standards.
- b) To define standard and competencies for each non academic skill area
- c) To develop Individualized Learning Plans for each student
- d) To enroll 75 students in the school by the end of year 2
- e) To enter into family learning contracts with 100% of families enrolled at the school
- f) To maintain a 90% retention rate of enrolled students
- g) To achieve a student/ staff attendance of 95%
- h) To achieve an 85% parent participation rate
- i) To implement the process of Continual Improvement
- j) To maintain an average teacher to student rate of 1:15

School Community Environment

THEMCS will be a community of caring individuals, dedicated to creating a learning community. The learning community is one that is continually expanding its capacity to create its future. The essentials needed to create a community are the following principles.

- We share a vision of the future
- We encourage individuality and creativity
- We nurture leadership capabilities
- We recognize that everyone has something to learn and something to teach
- We create many opportunities for involvement
- We use all available resources wisely
- We will use self discipline to handle disputes
- We engage in on going dialogue among all involved with the school
- We continually find ways to improve what we do.

Practical application of a learning community

- Community pride and understanding their roles and responsibilities
- Adult parent workshops and informational meetings
- Parent, teacher. Student school participation (PTSA)
- Partnerships with community services and or organizations
- Teacher, professional development
- Parent and student contracts
- Student quarterly reports

B3) *Indicate how the curriculum will be aligned with the Massachusetts Curriculum Frameworks and how students will be prepared for the MSAS*

See Curriculum Design 1A)

B4) Explain how the students with special needs, those who cannot speak English proficiently and those who are physically challenged will be served in accordance with state and federal law.

The staff at THEMCS will develop an individualized education plan for each student. These plans will be put together using past and relevant school records. Children with 766 evaluations and plans will have those plans reviewed by trained staff.

Bi-lingual and special needs students will be placed in regular education classes. Special needs students will be taught in the full inclusion model and the bi-lingual students will be instructed in the immersion model. THEMCS small class size will allow teachers to give more individualized attention to students being taught in "inclusion" and "immersion models." The educational theory and approach (refer to B2) will address self esteem issues of special need and bi-lingual. One of the core teachers recruited for our school will be a certified special needs instructor. Teachers will be trained and will possess qualities that would support our special needs population.

B5) Describe the process for development, supervision, coordination, continual assessment and revisions of the educational program.

The principal coordinates and supervises the academic curricula. While the full curriculum has not yet been developed, it is expected that the teachers and staff will work together to complete an integrated educational experience spanning grades K-*. The curriculum will integrate academic skill areas with non academic skills areas within a particular grade. Each year the curriculum will build.

B6) Describe the activities beyond a traditional academic day that will be offered, if any

SEE B 1D)

B7) Described the culture or ethos that will be developed in the school

SEE B2 (school Community Involvement)

B8) Summarize the school's discipline policy or code of conduct (the unabridged policy can be part of the attachment)

THEMCS intends to provide an orderly environment conducive to learning based on students' involvement and participation, personal responsibility, respect for others and good citizenship.

There will be disciplinary actions for students who do not adhere to the code of conduct. Parents will be encouraged to sign a statement of expectations upon enrollment. A condition of the statement of expectations is to adhere to the code of conduct.

Disruptive behavior constitutes misconduct. Behavior such as name calling, profanity and cutting class violates the code of conduct. All children will be treated fairly and will be allowed due process under this code. Disciplinary action ranges from verbal warnings to suspension depending on the severity of the misconduct. Teachers, parents, students and community will be introduced to and have access to THEMCS code of conduct.

C. Performance Standards

Student performance standards will reflect cumulative test results and multiple assessments (e.g. D. Assessments systems.)

Also student district and national standardized test results will be listed

Mark Grade

Letter Grade	Points	Performance
A t	97-100	EXCELLENT
A	93-96	
A-	90-92	
B t	87-89	GOOD
B	83-86	
B-	80-82	
Ct	77-79	FAIR -SATISFACTORY
C-	73-76	
C	70-72	
D t	67-69	POOR – UNSATISFACTORY
D	63-66	
D-	60-62	
F	59-below	

****M** used for modified student instructions

****Content** is relative to Mass Curriculum Frameworks

Students who need improvements will be given these options:

- Early day and late tutorials
- Student teacher help Line
- Parent involvement
- Peer tutors
- After school program help

C2) Clearly articulate standards needed for staff performance when those standards are not achieved.

- All staff is required to uphold the mission of the Honorable Elijah Muhammad
- Teacher's lessons plans must be aligned with the Mass Department of Education Curriculum Frameworks and will be monitored by the Principal.
- Teacher evaluations will be given twice a year
- Teacher professional development will be on going
- Lack of continuous performance will warrant unsatisfactory status. And professional development will be provided. If there is no improvement, disciplinary actions will be taken

C3) *Describe what incentives students and staff will have to reach standards.* Students must obtain a passing grade at every level and in every subject area. Proficiency means that students understand and can articulate essential concepts and principles as well as demonstrate mastery in the competency areas.

Teachers will teach with the Mass Curriculum frameworks as their catalyst for instruction and align their varied performance assessment to those performance standards.

Summary of Performance Benchmarks

Definitions	Measurements	Demonstration
Student application of critical /analytical and comparative thinking, comprehension and referencing of ideas and concepts contextually. Ability of student to access and synthesize information and concepts.	Student writings/Peer and teacher evaluations; Research and study skills; student projects and activities; Group projects; Standardized tests and quizzes; Self – evaluations and portfolios; Report , cards and parent evaluations Students will use rubrics in all subject areas to analyze student work	Each student will have an individual learning plan based on an assessment of learning and social development needs . Weekly student assessments will be generated by teachers and reviewed by the principal and compiled into an on-going report on a student-by-student, grade and school wide basis. Weekly student assessments, by teachers indicate that 100% of students show improvements or maintenance of academic skills attainment; Each student will do 1 major science project per year commensurate with his/her skill level that will demonstrate the creative, critical and analytical thinking and comprehension skills.

THEMCS believes that all children can learn. It is the classroom teacher’s responsibility to design a variety of teaching styles and interventions to assure that children will demonstrate their learning to others.

Student incentives

- Honor Roll Certificates
- Honor Roll Awards
- Attendance Awards
- Student of the Month designation
- Lunch with Principal
- Pizza or ice cream parties coupon / freebies

Staff incentives

- Teacher award and recognition
- Positive evaluation
- Best Practices mentors
- Financial Bonus Incentives
- Classroom supplies allotment

C4) Describe the proposed school's policies and standards for promoting students to the next grade, achievement level or grouping level

Students who show quarterly satisfactory performance on or above will be promoted to the next grade

C5) Clarify the standards a student must meet in order to be eligible for graduation from the school (if applicable)

- Students will score proficient on MCAS
- Students will score satisfactory performance standards
- Building grades, or resume for summer school classes
- Student must meet minimum attendance requirements
- Student must receive the required number of student life points

D. Assessment System

Describe how baseline achievement data will be collected. Indicate in which subject areas it will be collected and which instruments will be used.

An assessment system defines how teachers determine what students know and are able to do.

Entry level assessment-Each student will have his/her academic abilities and learning needs assessed the first week of school. This entry level assessment will provide baseline data for measuring student progress. Analysis will incorporate student achievement results on earlier standardized tests; an analysis of student work, and other relevant data (e.g. language development levels, recognized strengths, attendance records). An individual learning development plan, based on the results of the entry level assessment will be designed for each student by charter school staff, parents, and students themselves. The plan will target performance standards for the student to

achieve during the year, and an instructional strategy aimed at helping the student master targeted standards.

(*) Teachers will determine what students should know and be able to do by using the Massachusetts Framework standard outcomes.

Describe how the administered tests and consequent data will be useful in demonstrating student achievement in the targeted student population. Include how assessment and achievement information will be reported. Indicate which audiences will receive this information and how often.

Assessment Methods-Student progress in meeting school performance standards will be defined by a system of multiple assessments. Example of the assessment methods to be used:

- Standardized achievement test such as Iowa Test of Basic Skills

The Iowa Test is used by other Springfield charter school programs as an assessment tool. In this respect, data can be assessed comparatively among the charter schools to determine student progress. This test is seen as less threatening and possessing less risk because of its multiple-choice format, an important feature for children in disadvantaged communities who typically do poorly on standardized tests. It does measure some degree of problem-solving and decision-making ability. Multiple choice allows for recall of memorized facts and encourages students to make informed decisions. The tests will be given a minimum of twice per year in the fall and in the spring. Teachers, administrators, and parents will receive the test results to help them better plan for student needed areas of improvement

- Standardized Test such as the MCAS at grade levels 4 and 8.

The MCAS criteria-based test will measure higher thinking skills, determine student ability to methodically process information, the core knowledge areas, and reading comprehension. This is important because it gives students an opportunity to demonstrate their proficiency of the subject matter and show the thought process of how they arrive at answers.

- Teacher-developed assessments

These are classroom observation checklists to assess framework standards first-hand.

- Portfolio assessments, include the following components – writing samples, individual work, group work, journals, learning logs and projects
- The school will work with teachers to develop criteria for portfolios and ways to give student feedback as to whether the quality of the work meets agreed upon levels of expectations. Students will have input regarding the various components that comprise their portfolios. Parents, teachers and administrators will have access every marking period.
- Primary Language Record will also include anecdotal reports to measure progress in reading, writing and speaking. Parents, teachers, students and administrators will be able to view the reports when grades are given out. Describe how the

E. SUPPORT FOR LEARNING

PARENTAL INVOLVEMENT

Parental involvement is a crucial for the success of a child's education. At the HEMCS parents will be graded on their involvement. They are expected to establish partnerships with teachers and are encouraged to sign a Statement of Expectation upon students' enrollment in the school. Parent involvement will include activities such as, parent/teacher conferences, serving on the Parent Teacher Student Association, volunteering for classroom trips, projects and performances, etc. We will offer evening workshops to help the needs of our school community. Workshops such as computer training, parenting skills, computer training, and other activities appropriate to the needs of the community.

COMMUNITY INVOLVEMENT

We intend to partner with the following community agencies and organizations to enhance the educational process of students and their families. (*Indicates letter of support)

- *City of Springfield – Mayor's Office
- *Northern Educational Services
- *Old Hill Neighborhood Council, Inc.
- *Your Ebank.com
- *Mason Square Community Development Corporation
- *Department of Health and Human Services
- *Urban League of Greater Springfield
- Dunbar Community Center
- Springfield Boy's & Girl's Club Family Center
- *Law Offices of Draymore, Mastin and Goldberg
- *Law Offices of Hare, Stamm and Harris
- Mustard Seed Theatre
- D. Edward Wells Federal Credit Union
- Community Music School
- Mason Square Neighborhood Health Center – Advisory Board

PROFESSIONAL DEVELOPMENT

Central to the educational philosophy of The HEMCS is that the teacher is the critical instrument of student learning. It follows that there must be in intensive focus on teachers' training and professional development. The HEMCS is committed to having its instructors and faculty trained in a high quality facility that provides adequate professional development. The professional development and training plan is as follows:

Mandatory summer training sessions

Regular in-service trainings on core subjects

Individual Professional Development Plan for teachers

An additional 20 hours of professional development which teachers may pursue per his/her professional development plan

Mandatory seminars and workshops for paraprofessionals and tutors in child development

Computer Literacy

Workshop on bilingual emersion program

school will work with students who are not reaching, or perhaps exceeding the stated performance standards.

Acknowledging that students possess different learning styles, our school will provide:

- after-school tutorials
- verbal and written warnings to students
- parent/student/teacher conferences
- individualized instruction dictated by the ILP plan developed in partnership with the teacher, parent and student
- continued positive reinforcement (hugs, verbal encouragement and praise, small trinkets) to instill a sense of confidence in their ability to learn and do well

Describe the steps the school will take to intervene before students become dependent on remediation or fail completely.

- The above steps will be taken initially
- Extra work to build specific skills will be provided to the student and parent
- Before school assistance
- Grandparent or volunteer mentoring support
- Weekly progress reports on performance
- Telephone call to involve parent in the rebuilding process

III. Is the school a viable organization?

A. Statement of Need

Why is this particular proposed school needed in this particular proposed community?

Although the city of Springfield is comprised of 20% African Americans and 20% Hispanics, the public school system is made up of more than 70% African American and Hispanics students. (See Appendix for complete breakdown by race.) Educational achievement levels among the city's at risk population are extremely low and social conditions among youth are at alarming levels. The city regularly posts some of the lowest standardized test scores in the state, one of the highest drop out rates in the Commonwealth and is known for its inexorable high teenage pregnancy rates (the fourth highest in the state). In Springfield, generally speaking, white students have met or exceeded the national norm at almost all grade levels almost every year. Rarely do African-American or Hispanic averages meet or exceed the national norm.

According to the Springfield School Committee Research Department, "the gap between the average performance by race is both persistent and increases with grades." By grade 9, average African-American students are two years behind average white students in achievement. The Honorable Elijah Muhammad Charter School will address low standardized test scores and Massachusetts Comprehensive Assessment Systems (MCAS) scores in Springfield's urban at risk population. In the 1999 MCAS scores for English/Language Arts, for example, 4% African-Americans were rated proficient, 7% Hispanics and 15% whites. Our program will teach students to take charge of their own

learning experience. For example, inquiry based, operative learning encourages children to ask questions, engage in critical analysis of subject material and respect the input, feedback and opinions of their classmates. This will help strengthen the students' ability to process information and methodically explain their conclusions perspective and insights on standardized tests such as the MCAS. The cooperative learning model and project based learning increase student's aptitude to receive knowledge and learn from others. Besides imparting important character building traits such as tolerance and patience, they increase their comfort ability with their surroundings and peers thereby raising their academic productivity level.

Research has shown that Hispanic students average about an 8-month gain for every 10 months of schooling. Likewise, African American students net a similar return. Yet, white students across all grades consistently average a 10/12-month gain for 10 months of schooling. (1) Moreover, in 1998, only 11% of third grade students in Springfield were classified as advanced readers while 45% were categorized as proficient, 32% as basic readers and 12% as poor readers.(2) Our charter school will place special emphasis on preparing students to read at or above grade level by third grade since grade 3 is a critical transitional year for elementary age students. At this point in their educational career, students must read for literacy experience as well gain an overall understanding of the meaning of what they read. Students will make connections between the text and their own experience. We will also stress punctuality and good attendance to support students' academic progress.

To combat this trend, we intend to immerse students in more school hours in their calendar year, so that they can benefit from a minimum of a 10-month gain. Before and after school programs, tutorials and extended school hours, will give students the time they need for academic pursuits. Every student will be engaged in a 90-minute reading block daily. A majority of the grandparent and parent volunteerism will be spent reading to and being read to by students. Students will be given every opportunity through library visits, technology, and available books to improve their reading skills. Our objective is to make reading fun and an integral part of everything we do. Repetition is key.

Poor early reading skills and high absenteeism are known contributing factors to students graduating from high school functionally illiterate. According to a recent report released on the state of Springfield's school, an average of 700 students in middle and high schools are absent from classes daily from a system of over 26,000 students. The report went on to say that the at risk population makes up about 75 % of the student population.

As educators we are at war for the minds of our children. In 1980, home ranked number one as being the greatest impact on children followed closely by school, peer groups and television. In just a brief period of 20 years, television, the music culture and peers have taken a leading role. Considering the state of the African American and Latino family, parents are exercising less influence over their off springs. Subsequently there is a dramatic increase in children, many of who, live with single parents, who are key and not engaged in constructive extra curricular activities. For many children reading has become a chore.

The Honorable Elijah Muhammad Charter School will provide a nurturing environment that encourages academic excellence, cultural diversity, self-pride, individual responsibility and parental involvement. The curriculum focus on mathematics, science

Footnotes: (1) & (2) Springfield School Committee Research Dept. City-wide Test Results July, 1998

and the arts will include African-American and Latino history to instill an important sense of purpose, destiny and self-knowledge in students. Historically multi-cultural history has been absent from the Springfield Public School system. When properly cultivated, a curriculum rich in African-American, Latino, U.S. and world history will motivate, stimulate and broaden students' knowledge and understanding of the world in which we live.

Why is a charter necessary for this school to exist or succeed?

The educational program proposed by the Honorable Elijah Muhammad Charter School would be difficult to achieve outside of a charter school format. No public or private school in the Springfield area offers the educational program envisioned at the Honorable Elijah Muhammad Charter School.

Our school will place the onus of learning squarely on the shoulders of the students, teachers and parents. We will provide an excellent academic program focused on the core subjects - science, and the arts with music and world language studies playing a vital role. Our expectations will be that students will take personal responsibility for their own education, give back to the community through community service and parents will be accountable for creating an active home/school partnership.

Our charter school will offer distinctive features many of which are not practiced in traditional public school settings:

- An extended school day for all students
- A 200 day school year
- Focus on mathematics, science and the arts
- Special emphasis on the history, culture and contributions of African American and Latino ethnic groups
- A commitment to learning through neighborhood partnerships and community service
- A commitment to character building, self discipline, and life skills development
- An emphasis on active family participation throughout the year
- A participatory evaluation system that focus on student outcomes to increase student performance

Provide evidence that there is a sufficient demand for the proposed school and associated educational program.

If standardized tests like the Iowa Basic Skills Test and MCAS are reflective of our children's educational state then the Springfield Public School System is in dismal condition. The Springfield School Committee at a recent meeting released MCAS test scores for the Springfield Public School for grades 4,8, and 10.

By grade 10, for instance, the MCAS failure rates in Language Arts send a powerful message.

Race/Ethnicity	Failure Level
White	41%
Hispanic	76%
Black	66%
Asian	50%

Scores for Math were even more dramatic in their indictment of a failing public school education for Springfield students.

Race / Ethnicity	Failure Level
White	58%
Hispanic	86%
Black	85%
Asian	46%

Tables on MCAS Grade 10 Proficiency levels in Math, Science and Language arts by race are provided in the attachments.

The Honorable Elijah Muhammad Charter School will expose students to a curriculum rich in Mathematics, Science and Language Arts all-important areas of study to pass MCAS. These subjects also represent core foundations fundamentals that have visions of becoming engineers, doctors, attorneys, scientists, architects, accountants and other professionals. Our school places special emphasis on helping children develop the skills that will enable to accomplish there dream and strengthen their community. Traditionally at risk children suffer from low self-esteem, expectations and experience low achievement. Our method of education will change this trend by giving our youth high expectations to live up to and the knowledge of how their ancestors impacted the world through their great contributions. The study of history of people who look like the student, help increase their self esteem, and motivation for learning.

B. Capacity

Briefly explain how the founding group came together to form this school?

This year a group of committed parents, educators, businesspersons and concerned citizens began holding discussions to initiate an engagement process in Springfield that would result in the development of an alternative educational program. The founders decided that the school would address the unique needs of at risk students in Springfield Public Schools. Their concern was that the program be designed in such a way as to elevate achievement for all students, particularly poor and "minority." Specific issues which brought this working group together included: high rates of under-achievement; attrition among "minority" students as compared to mainstream students; and a desire for inclusive school settings which incorporate values, histories and contributions of various ethnic groups to America and the rest of civilization.

The founders hope that this privately governed charter school will serve as a model for other Springfield schools. One major outcome that the school will be working to achieve is to contribute to the data of significantly improved performance for previously under achieving public school students. We plan to demonstrate that when students, parents,

and teachers work collaboratively, it will result in significantly higher student achievement. The founding group is committed in making a quality public school alternative available to all families in Springfield.

Summarize each founders and/or board members' experience and qualification.

The founders of the Honorable Elijah Muhammad Charter School bring a variety of qualifications and experience to this endeavor, greatly enhancing its prospects for success.

Evelyn Bowman* 26 Euclid Avenue* Springfield, MA 01108

Elementary school teacher at William N. DeBerry Micro Society Magnet School; 15 years of elementary school teaching experience in an urban setting (New York, Boston, Springfield). President, Muhammad's Development Corporation, Inc; Moderator/panelist for youth conferences on various topics; Teacher trainer for education students from Westfield State College, Springfield College, Springfield Technical Community College and University of Massachusetts. Collaborator with educators on educational programs, school improvement plans and grants. In 1999-2000 nominated for a Springfield Chamber of Commerce teaching Excellence Award. One child in Springfield Public Charter School. B.S in Education, City College, New York.

Desiree Parker* 59 Margerie Street* Springfield, MA 01109

Para professional at Kennedy Middle School. School Center Decision Making Team (SCDM) trainer. Undergraduate Education student, University of Massachusetts. Former member of SCDM team, Commerce High School and Kennedy Middle School. Former chairperson, Parent and Community Advisory Council to the Department of Education. Member of Million Man March Committee and Black educators of Western Massachusetts. School Committee candidate, 1996. One child in Springfield Charter School.

Ayanna Crawford* 23 Leete Street* Springfield, MA 01108

Orientation/Assessment Specialist and Intake/Outreach Worker for Massachusetts Career Development Institute (MCDI). Former instructor for Adult Basic Education Program for MCDI. Co-chair of Advisory Board for the Mason Square Neighborhood Health Center. Vice President, Springfield Sickle Cell Disease Organization. B.S. in Education and B.A. in Psychology, Westfield State College. One child in Springfield Charter School.

Thomas A. Hoden * 748 State Street. Apt 1R, Springfield, MA 01109

Mail handler/Power Equipment Operator, Springfield Processing and Distribution Center, US Postal Service. Third class gunners mate/guns, US Navy. Security guard, NOI Security. Computer aided drafting and design. Associates degree candidate at Holyoke Community College, Engineering.

Yusuf Muhammad* 26 Euclid Avenue* Springfield, MA 01108

20 Years of real estate, business and housing development experience. President, Muhammad's Realty Group, Inc. Minister of Muhammad's Mosque #13, Springfield, MA. 15 years of youth leadership development experience in Boston and Springfield. Project counselor, African American Institute, North

Eastern University. Compliance Monitor, Boston Minority Business Office. Youth group leader, Roxbury Boys and Girls Club. Well-known speaker, facilitator, panelist and moderator at numerous conferences, workshops and college campuses across the country. Springfield Community Activist. Youth Leadership Award, City of Cincinnati, Ohio. Leadership Award, Black Student Forum, Boston College. B.S. Business Management, Xavier University.

Lorene Leembruggen* 53 Undine Circle* Springfield, MA 01109

Fiscal Officer, City of Springfield, Department of Health & Human Services. Grant (Budget) Monitor at the Department of Health & Human Services/Board member, Muhammad's Development Corporation, Inc. Former assistant manager/loan/mortgage and collection officer at D. Edward Wells Federal Credit Union. Board member, Peer Lending, division of Working Capital. Member Health Fair Committee, Department of Health & Human Services. Two children in Springfield Public Schools.

Kim Muhammad*19 Florida Street*Springfield, MA 01109

Over 14 years of communications/marketing/community relations and administrative experience. Executive Director, Muhammad's Development Corporation, Inc. Marketing Manager, Greater Richmond Chamber of Commerce. Public Affairs Manager, Richmond Redevelopment and Housing Authority (RRHA). Public Relations Specialist, RRHA. Staff reporting and freelance writing. Member, Mayor's Task Force on Race, Class and Health in Springfield, MA. B.A. in Communications, Boston University. Four children in Springfield Public Schools.

Serena L. Harris*491 Bridge Road, Apt. 234*Northampton, MA 01060

Recruitment coordinator, Smith College. Employment Assistant and field supervisor, Corporation for Public Management. Member, advisory board for the Salter School in Springfield, MA. Member, Diversity Committee, Smith College. B.A. degree candidate, government studies, Smith College. One child in Florence Public School.

The Honorable Elijah Muhammad Charter School recognizes the important role that community partners play in laying a strong foundation for learning. External relationships provide a nurturing experience and practical understanding of connections with the committee.

The school will be a model site for developing and maintaining community partnerships with government agencies, grassroots organizations, community groups and other charter schools. Our partners will include:

- *Urban League of Springfield, Inc*
We will work collaboratively with the New Leadership Charter School, exchanging best practices for charter schools administration and educational concepts. The Urban League will also play an important role in helping our students to fulfill community service credits.
- *The Mason Square Community Development Corporation*

Our school will partner with the Mason Square Community Development Corporation to provide special programming i.e. having proper economic development, and credit repair workshops for families.

- *Springfield Department of Health & Human Services*
The city's health & human services department currently funds the "Anything that Is Healthy Grows" After school initiative in partnership with Muhammad's Development Corporation, Inc. this program provides computer classes, tutorials, field trips for participants. The program will be made available to students of the Honorable Elijah Muhammad Charter School.
- *City of Springfield, Office of the Mayor*
The Mayor's office is committed to implementing an economic development program in the Mason Square community where the charter school will be located. Our students will learn first hand about city government operations i.e. public works, office of housing, and health & human services.
- *Northern Educational Services*
NES is the founding organization for the Robert M. Hughes Academy Charter School. This organization will work closely with our school in teacher exchange, board development, and best practices sharing to strengthen our administrative capacity and educational program

All the above mentioned have submitted support letters (See Attachment)

C. Leadership and Governance

1. Organizational Structure

How will the school be governed?

A voluntary board of trustees, which will develop the vision, overall direction and policy for the school, will govern the Honorable Elijah Muhammad Charter School. Board members will possess a combination of professional expertise in education, business, marketing, and other fields, which will be used to strengthen the school's organizational leadership. The system of governance will be school and community focused, including teachers, administrators, parents and other stake holders in the decision making process. Bylaws will be developed to specify board functions. Board responsibilities will include:

- To serve as the charter-holding, governing authority of the school
- To adopt all policies related to the operation of the charter school, the school's annual operating budget and arrange for an independent audit of all funds expended on behalf of the school
- To file all required reports with the State Department of Education
- To approve the employment of a principal

BOARD OF TRUSTEE AREAS OF EXPERTISE AND ROLES

The Founding Coalition of The Honorable Muhammad Charter School and potential board members represent a cross section of the Springfield community. They possess a wide array of needed skills and professional expertise as noted in the chart below.

*Potential Board Members

- Keith Gilbert
- John Lawrence
- Sharon Johnson
- Nina Smith

Development Plan	Management	Facility	Educational Policy	Finance	Community Relations	Business	Fundraising	Social Services
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Skills	Administrative/ Supervisory Experience	Real estate development Facility Management	Teaching, Educational administration Curriculum Design	Accounting Budgeting Finance	Public relations Outreach Civic Groups Government Relations	Entrepreneurship Business Plans	Grant Writing	

Founding Member

Serena Harris	Yusuf	Evelyn	Yusuf	Kim	Yusuf	Kim	Nina
Yusuf	Muhammad	Bowman	Muhammad	Muhammad	Muhammad	Muhammad	Smith
Muhammad	Kim	Desiree	Lorene	Serena Harris	Sharon Johnson	Lorene	Keith
Kim	Muhammad	Parker	Leembruggen			Leembruggen	Gilbert
Muhammad	Thomas	Ayanna				Sharon	
John Lawrence	Hoden	Crawford				Johnson	
	John	Sharon					
	Lawrence	Johnson					

- To serve as a board of appeals in the case of staff grievances or complaints not satisfactorily resolved by the principal

The principal will report to the board of trustees and shall function as the school's chief educational leader and administrator of the charter school. The principal shall carry out board directives, and oversee and manage the day-to-day instructional, operational, administrative, and financial leadership of the institution. The principal shall be held accountable for continuous improvements in student achievement. An advisory council of parents, teachers, administrative staff and community leaders shall advise the board and principal on various matters relating to the school. The advisory board will report to the board of trustees.

What will the administrative structure be? Describe the roles and responsibilities of the key personnel.

- **Principal**

Strong, effective leadership must characterize the principal. The principal is responsible for organizing, planning, administering, supervising and evaluating all aspects of the charter schools educational programs to ensure success of the charter school. He or she will have the role of creating an effective team committed to high expectations and academic excellence, student development, and community involvement. The principal will serve as the chief spokesperson, develop community partnerships and garner support around the school's mission and vision. He or she will also be a key influence in building the school's culture, promoting innovative initiatives and developing sound multi-year financial planning including fund-raising. The principal ensures a disciplined, safe environment and oversees student disciplinary issues and the accountability plan.

- **Teacher**

The classroom teacher is one of the most important positions in the school since he or she will have the day-to-day contact with students to develop them as leaders. The Honorable Elijah Muhammad Charter School will employ high performing teachers who have high expectations for student academic success. The teacher will be responsible for creating an effective learning environment that recognizes, appreciates, challenges and accommodates students' diverse learning styles and rates of learning with the ultimate objective of exceeding Department of Education standards.

The teacher will integrate into his/her curriculum and teaching styles attentiveness to developing character, analytical/critical thinking skills, and community/world consciousness, thereby connecting students and the concepts they are learning to practical and relevant external examples. By using a broad range of instructional methods and materials and a small group setting, they will encourage students to develop their intellectual capacity, ability to learn by asking questions and self-discipline. Teachers will regularly assess their own effectiveness by employing Rubrics, benchmarks and a two-way communication with students and parents. Each teacher will have a particular teaching background. We will hire a teacher specializing in the following areas;

- | | |
|----------------|----------|
| *Mathematics | *Science |
| *Language Arts | *History |

- **Paraprofessionals**

The paraprofessional is the teacher's most precious asset. This position will support classroom learning by working directly with the head teacher to ensure that students understand concepts, lessons, and written work. He or she will function as the teacher's eyes and ears in the classroom to facilitate effective classroom management and organization to maximize student learning.

Indicate how many people will serve on the Board and what the terms of office will be?

There will be no more than 15 members serving on the Board of Trustees. All trustees will serve two-year terms. Several seats of the board will be designated: Two seats will be reserved for members of Muhammad's Development Corporation, Inc., two members will be parents of current students, one member will serve as the faculty representative (non voting), and another will represent community organization/business.

Briefly list and describe the Board's subcommittees.

The Honorable Elijah Muhammad Charter School will form three subcommittees of the Board of Trustees. They are:

- *Recruitment/Admissions Committee*
This committee will be charged with the development of marketing and recruitment materials. It will be responsible for developing strategies to disseminate information to the public.
- *Finance Committee*
This committee is responsible for establishing fiscal, human resource and administrative procedures as well as the identification of resources to begin operations in the start-up phase. Its purpose is also to work on the budget and and make recommendations to the Boards about financial matters. The Treasurer will chair the Finance Committee.
- *Facilities Community*
This group manages the issues associated with the physical facility that will be rented to house the school. The Facilities Committee is also charged with planning the design, space and renovations for the school's facility.
- *Education Committee*
The purpose of the Education Committee is to examine the school's academic programs in light of the school philosophy, explore with the Principal and the faculty their ideas for improving the education provided at the school, and to learn more about the school's education activities so as to interpret the school's program and policies to the Board.

Describe the relationship of the Board to the school's leader, administrative structure, staff, parents and students.

The Board of Trustees will hire a strong administrator responsible for the day-to-day operations of the school. He/she will report to the board and implements its recommendations. The principal will empower the teachers to be creative, innovative and progressive in their teaching practices and will bring such ideas to the attention of the Board of Trustees. The Board will encourage the principal to develop strong bonds with parents and the community to fulfill the school's overall mission.

1. The school will form a parent advisory council. Parents will have the opportunity to serve on the council to ensure that parent input is a vital part of the charter school's decision-making process. Parents will be encouraged to sit on the Board as well as participate in subcommittees. The Board will visit the school regularly to feel the pulse of students, teachers and the administration. Surveys designed with children in mind using stickers, and buddy lunches will help board members stay connected to students and their perspective parent and student input.

Roles and Responsibility

Provide the criteria the Founders will use to choose the school's leader.

The principal will function as the school's chief educational leader and administrator. Of the charter school. The principal must demonstrate the capacity to carry out the charter's school's vision in every aspect of the school's operation. The following criteria will be used to select the principal:

1. Proven leadership based on past performance
2. Student centered philosophy (believes students can and will learn)
3. Solid teaching background
4. Extensive administrative management experience
5. Excellent communications and public relations skills
6. Ability to work effectively with a board
7. Belief in strong parent and community partnerships
8. Must possess vision, a positive attitude, and the ability to inspire
9. Must have a bachelor's degree, master's preferred
10. Must come recommended as a person possessing good character (an example of what we want to instill in students)

Describe how the school leader will be evaluated.

The Board of Trustees according to the guidelines they will develop will evaluate the principal. Board members will formally and informally observe the professional interaction between the principal and the school's key stakeholders (students, parents, teachers and the community). The principal will also be evaluated by teachers and parents in the areas of collegiality, professionalism, administration, fiscal operations and development of the school's mission. The principal will be asked to maintain a portfolio of ongoing accomplishments. The evaluation will be used as both a measurable tool, which seeks to assess administrative effectiveness as well as a formative tool. The formative approach will enable the principal and board to use the data to learn what areas need improvement based on the school's mission.

Describe how the Board plans to avert conflicts between themselves and the school leader that may threaten organization viability.

Board members will ascribe to the philosophy that the best interest of the school comes before any personal or professional interests. The Board will respect the leadership and administrative skills of the principal, and will remove itself from the school's day-to-day operations, focusing its attention on policy development and the school's mission. The Board will seek clarification using parliamentary procedures; remain objective and professionally consider issues.

Indicate if legal counsel has or has not been obtained. If not, describe what plans there are to do so.

The founders have not sought legal counsel at this time. However after the Board is formed, one of its first mandates will be to secure legal counsel for a variety of issues. The plan is to obtain a legal advisor no later than mid march.

2. Policy Development

Describe the process by which the board will develop policies and make decisions

The Board of Trustees will develop bylaws to govern their interaction, and decision-making process. The Board shall function as the policy-making body of the charter school. Meetings will be held regularly and at times, special meetings will be called by the board, as deemed necessary for the fulfillment of duties.

The Board will adhere to Robert's Rules of Orders for its decision-making protocol. An affirmative vote by the majority of trustees shall rule. All meetings of the Trustee will be conducted in accordance with section 23B of Chapter 30 of the Massachusetts Laws, as amended periodically. Decisions will be made in open session unless by their sensitive nature, they must be held for deliberation as part of an executive session. The Board may delegate decisions and issues to standing and ad-hoc committees as appropriate.

Describe the plan for seeking parent and community input, involvement, and feedback in regard to policy making.

Parents and community groups will participate in making board decisions because it is our strong belief that parental involvement and community participation make a positive difference in supporting the academic health of the child. Board meetings will be open to the public and parents and community representatives will serve as voting members on the Board.

Trustees will designate advisors in the form of Advisory Council to serve in an honorary capacity to guide board governance. The school will incorporate in its budget a paid parent coordinator position which will be used to continually increase the number of parents playing a participatory role in the school from parent volunteer in the classroom, to Board representative. The school administration will post a suggestion box in a visible location accessible to parents, teachers, students, community groups and other concerned parties. Information will be gleaned from pre-and post evaluation surveys taken by parents to gather feedback and information.

Describe how the school's purposes and objectives will be made clear and thoroughly understood by those connected with the school-governing body, professional staff, students, and parents.

The following tools will be used to ensure the dissemination of information to all of our important stakeholders.

- Quarterly newsletters

- Parent/student/teacher handbook
- School bulletin board where important notices will be conspicuously posted.
- Bulletin alerts sent home to parents.
- Staff meetings

Briefly describe what the school's complaint procedure will be. Be sure to answer the question on charter school statute and include lines of authority and time frame for responses.

The principal will investigate complaints of violations of the charter school provisions by meeting with the appropriate parties who registered the complaint. The person making the complaint will be asked to make a formal account in writing. The principal will attempt to resolve the issue based on the school policy and the facts. If the principal cannot resolve the complaint, the aggrieved party can bring the issue to the Board of trustees. If the complaint is brought to the Board of Trustees, once the hearing takes place, the board must resolve issue its findings within a thirty day period. If the complainant stills wishes to appeal the board's decision, he or she can make a formal complaint to the Massachusetts Department of Education. The school is committed to gather in the facts making an informal just decision based on school policy and review the circumstances in a timely professional manner. The principal, staff and board of trustees will operate with the Massachusetts Department of Education in its proceedings. The importance of a committed, well-developed board is a key element in the accountability program our school, since the board of Trustees is authorized to supervise ad control the charter school.

Include a few samples by laws that the Board may follow.

The Honorable Elijah Muhammad Charter School sample By-Laws are as follows:

Parent/Guardian Representative: the two parent/guardian representatives shall be elected by a plurality of votes cast by secret ballot by the parents and guardians of students enrolled at the school at the time of the vote. Parents and guardians will be entitled to one vote per enrolled student. The parent/guardian representative may hold office only as long as the parent or guardian has a child properly enrolled at the school. A child shall not be properly enrolled at the school if, among other things, the child is dismissed from school or transferred to another school.

Open Meeting Law: All meetings of the Trustee shall be conducted in accordance with Section 23B of Chapter 39 of the Massachusetts General Laws, as amended from time to time, or any successor statue. Except otherwise permitted by section 2313, (i) no quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter and (ii) no executive session shall be held until (a) The Board of Trustees shall first convened in an open session for which notice shall be given in accordance with the law, (b) a majority of the Trustees at such meeting shall have voted to go into executive session, (c) the vote of each Trustee shall have been recorded on a roll call vote and entered into the minutes, and (d) the Chairperson (or other presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvened after the executive session. Executive sessions may be held only for purposes permitted by law.

Annual Meeting: The trustees shall meet annually at the principle office of the school, or at such place, within or without The Commonwealth of Massachusetts, and at such time as the Board of Trustee shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specific day, the trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time and place of any such meeting shall be mailed to all Trustees at the Trustees' usual or last known address or home address not less than seven (7) days prior to the date of the annual meeting.

Committees: The Trustees may elect or appoint such committees (which may include individuals who are not Trustees of the School) as they may from time to time determine necessary or advisable, and may delegate to the extend permitted by law, the Charter or these By-Laws, such power and duties thereto as they may deem advisable, provided, however, that any committee to which the powers of the Trustee are delegated shall consist solely of Trustee and provided, however, that all committees shall be chaired by a Trustee. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the elected members of such committee. Any committee may, subject to the approval of the Board of Trustees, make further rules for the conduct of its business. However, unless otherwise provided by vote of the Board of Trustees or by rules established by the Board of Trustees, the business of any committee shall be conducted as nearly as may be in the same manner as is provided in these By-Laws for the Board of Trustees. The members of any committee shall serve on such committee at the pleasure of the Trustees

4. Board Development

Describe the process that will be utilized for continual evaluation and development of the Board and the organization.

The Board will undergo a self- assessment process based on criteria it will develop. It will cultivate a relationship with one of the local Springfield colleges to develop a statistically sound evaluation tool to measure the school's progress and accomplishments of its missions and goals. The Board will participate in retreats for strategic planning and any professional development workshops. The school will consult with charter school partners in the Springfield area (New Leadership and Robert m. Hughes) to improve itself administratively and fiscally. The school will conduct annual surveys with parents and other stakeholders to receive important feedback.

D. RECRUITING AND MARKETING

Indicate how many students will be enrolled each year over the five years of the charter

The Honorable Elijah Muhammad Charter School will enroll 120 students by 2005. The breakdown is as follows:

School Year	Grade Level	Total Enrollment
2001	K-3	60

2002	K-4	75
2003	K-5	90
2004	K-6	105
2005	K-7	120

Describe how student applicants will be recruited. Describe how school will be publicized throughout the community/district the school plans to serve.

Recognizing that Massachusetts law does not allow Charter Schools to randomly favor specific population of students, but understanding our commitment to address the cultural needs as a community where more than 74 % of those students are Hispanic and African American, the recruiting and marketing will focus on this:

- **Flyers:**
 - *Flyers will be distributed door to door throughout city neighborhood including Old Hill and Upper Hill area. At residences, houses of worships, community centers, community organizations and businesses.
- **Face to Face Communication:**
 - *Four public information meetings will be held at selected locations to introduce the school's educational theory, school environment and mission to the community.
 - *Meetings with elementary school principals, guidance counselors and special education teachers will be held to familiarize educators with the goals and vision of the charter school.
 - *An open house will be held at the school location, 727 State Street to discuss the programmatic plans for the school, provide a tour of the facility and answer questions. Families will be encouraged to sign up for the lottery at this time.
 - *We will work with a number of community-based, grassroots organizations that offer family/youth services to the city to gain access to our target population.
- **Media Campaign:**
 - *Press releases, and public services announcements that will be sent to local radio, television, cable and print media introducing the school and the enrollment process to the public.
 - *Paid advertisements in print media introducing the school and the enrollment process to the public
 - *Live interviews on television and radio talk shows will publicized the school.
 - *A brochure, fact sheet and marketing package will be developed for distribution. The information will be released to local libraries, community centers and schools.

Describe the proposed enrollment process, including a plan for lottery. Be sure to base this response on the applicable sections of the charter statue and regulations.

The founders will establish a recruitment/admissions committee, responsible for the administration of all admissions procedures, including distribution and review of applications. The lottery will be used for student selection. Selected candidates must adhere to the following criteria.

- All students irregardless of race, ethnicity, culture, religion, language, learning level or disability will be encouraged to submit an application. In the event a waiting list is needed, the lottery system will be used for student selection. Selected candidates must adhere to the following criteria.
 - *All parents and students seeking enrollment must visit the school, tour the facility, and meet with the principal, teacher and parent coordinator to discuss school expectations, parental involvement, and the teaching methodology.
 - *All prospective students will receive information on the student code of conduct, parental involvement expectations, parent-student-parent partnership expectations, and teaching pedagogy.
 - *Parents will be given the opportunity to revisit the school and voice questions, and their concerns to a qualified professional.
 - *Once the family has made a final decision to seek admission to the Honorable Elijah Muhammad Charter School, the name of the student will be entered into the lottery system
- Parent education workshops will be conducted with parents of selected students to help them understand their role as role models, advocates and home teachers of their children.
- *A comprehensive orientation session for students and parents will take place prior to the opening of school.

Describe the school's plan to track students' attendance and the reason for their retention or turnover.

Teachers will take daily attendance. Students who fail to attend school will receive a friendly call the day of the absence to determine a reason for the absenteeism. Because regular school attendance is a key element in ensuring academic success, attendance will be tracked by the administration and taken very seriously. Students will be asked to bring in a note from the parent explaining the absence so that it can be included in the pupil file. Students will be given the opportunity to make up work for excused absences. Poor attendance will be addressed immediately at parent-teacher-student conferences. Parents will work in partnership with teachers to address attendance issues. Five or more unexcused absences in a marking period will result in a conference with the principal.

Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results.

Parents will be given a pre- and post- evaluation survey each school year to gauge customer satisfaction, understanding, involvement, and support of the school and its mission. The evaluation tool will be developed by Muhammad's Development Corporation, Inc. in collaboration with the governing board, the school parent advisory group and school administration. Results of the survey will be publicized in the school's quarterly newsletter as well as its web site.

Describe the plans to disseminate best practices of the charter school to the local district and/or more broadly to other schools. This may include, but not limited to, workshops, conferences, organized visits, teacher exchanges, web site developments and/or a newsletter.

The Honorable Elijah Charter School will disseminate best practice information to the other charter schools, the district and other publics via web site announcements, newsletters articles, and the encouragement of organized visits to the school by interested parties. Careful documentation of the school process, changes, challenges and successes experience by teachers, administration, parents and students, will be done by using written and visual media i.e. videotaping, photography, computer-based programming.

9. Facilities and Student transportation

Viable Options for a Facility

The Honorable Elijah Muhammad Charter School has entered into a sublet agreement with Muhammad's Development Corporation (MDC) to lease space at 727 State Street, Springfield, Massachusetts, and contingent upon the receipt of a charter. This proposed site constitute a portion of the existing MDC, part of which is currently configured for classroom and administrative space. The identified sites rests in Mason Square area of the city and is close proximity to elementary and nursery schools. The site has parking for 50-75 vehicles and a safe student drop off area.

During the first year of operation, THEMCS will sublease six classrooms (to house K-3), administrative offices and storage space from MDC. The students will have access to MDC's state of the art computer lab as well as appropriate lavatory facilities.

As THEMSC increases its student body size in subsequent years, it will be transitioned into a permanent facility large enough for its growth. The site that is being considered by the Facility Development committee is 722 State Street in Springfield, Massachusetts.

Why were these sites chosen?

The Site at 727 State Street was selected because of the natural relationship between the two entities. It was also selected because of its location at the virtual geographical center of the city of Springfield. This facility is highly accessible with adequate parking and located on the major East-West thoroughfare and public transportation route of the city. Many of the students are expected to live within walking distance of the site.

The proposed permanent site at 722 State Street was chosen for the same reasons as the above mentioned. The building is currently vacant but was the past home of Springfield Action Commission.

What renovations might be required? How might the renovations be financed?

Administrative offices, storage space, computer lab, classrooms, bathrooms are currently being used by MDC at the proposed State Street site. These will be made available to THEMCS upon activation of the sublet agreement. Planned improvements include division of the presently underdeveloped space into four distinct classrooms, installation and finishing of walls, flooring, and ceilings, installation of safe, incandescent lighting.

Cost of renovations will be the responsibilities of the landlord, who will make improvements to property subjects to an existing lease with MDC.

Describe the transportation services that the school will provide to eligible students.

Eligible students will receive transportation services through the Springfield Public school system. If we are unable to negotiate inclusion of THEMCS on the school system's current bus routing, we will contract transportation services with per student funds provided by the city. In addition, THEMCS plans to lease two fifteen passenger vans to complement the school transportation services as well as to transport youth and parents to selected activities such as field trips, parent/teacher conferences, school events and physical fitness activities.

G. Fiscal and Budget Narrative

Using the attached budget template, please indicate the school's estimated costs and revenues from the school's start up phase through its third year of operation.

Table one a represents a budget for the start up phase and operation of the Honorable Elijah Muhammad Charter School.

Describe in detail expense projections and show the calculation of each line in the budget.

Detailed budget notes are provided on the next page

Summarize financial forecasts from the school start up phrase through its third year of operation using the budget plan from the application from the application as a starting point. Financial forecasts may include total cash requirements, the time frame for positive cash flow and the anticipated growth of the school. Define and give support for assumptions behind projections.

For start-up revenues we will request a \$150,000 grant from the commonwealth and approximately \$20,000 from fundraising efforts and local community foundations.

These dollars should adequately fund our start-up costs, which will among other things allow us to bring on a full time principal by April 2002. Teaching staff will be phased in July-August 2002.

Briefly describe any planned fundraising efforts and who will lead and coordinate these efforts.

The Financial Committee of the Board of Trustees will ultimately have the task of fundraising. The parent coordinator along with staff members, students and families will be an integral part of this effort. Fundraising efforts may come in many forms such as Baked goods and dinner sales, theme parties. Money could also be solicited from community agencies and private foundations.

1. BUDGET

Charter School: The Honorable Elijah Muhammad Charter School

	Start up Phase		Fiscal Year 2002	Fiscal Year 2003	Fiscal Year 2004	Fiscal Year 2005
	From approval to opening		60 students \$7076 per pupil	75 students \$7288 per pupil	90 students \$7506 per pupil	105 students \$7731 per pupil
I. REVENUES						
Tuition			\$ 424,560.00	\$ 546,600.00	\$ 675,540.00	\$ 811,755.00
State Grants			\$ 150,000.00	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00
Private Funds			\$ 20,000.00	\$ 20,000.00	\$ 5,000.00	\$ 5,000.00
Other (Student Entitlements)						
Title I (75% of pop @ \$500 per pupil			\$ 27,000.00	\$ 33,600.00	\$ 45,000.00	\$ 56,400.00
Transportation			\$ 28,080.00	\$ 36,150.00	\$ 49,600.00	\$ 63,750.00
Food Service			\$ 28,740.00	\$ 36,975.00	\$ 50,800.00	\$ 65,375.00
Total Revenue	\$ 170,000.00	\$ 549,380.00	\$ 694,325.00	\$ 846,940.00	\$ 1,023,280.00	
II. EXPENDITURES						
Professional Salaries						
Principal	\$ 26,583.00	\$ 58,000.00	\$ 59,740.00	\$ 61,532.20	\$ 63,378.16	
Assistant Principal						
Teachers (F-T)	\$ 22,000.00	\$ 132,000.00	\$ 169,950.00	\$ 210,058.20	\$ 252,419.30	
Para professional		\$ 36,800.00	\$ 47,380.00	\$ 58,560.00	\$ 70,369.60	
Payroll Taxes						
Benefits @25%		\$ 56,700.00	\$ 69,267.50	\$ 82,537.55	\$ 96,541.76	
Total Professional Salaries	\$ 48,583.00	\$ 283,500.00	\$ 346,337.50	\$ 412,687.95	\$ 482,708.82	
Administrative Staff						
Fiscal Officer/Adm Assistant	\$ 14,667.00	\$ 32,000.00	\$ 33,949.00	\$ 34,967.00	\$ 36,016.00	
Benefits		\$ 8,000.00	\$ 8,240.00	\$ 8,488.00	\$ 8,742.00	
Custodial		\$ 8,000.00	\$ 8,240.00	\$ 16,974.00	\$ 17,484.00	
Consultant - World Language Specialist		\$ 16,500.00	\$ 16,995.00	\$ 17,505.00	\$ 18,030.00	
Other Administrative Staff - Parent Coor	\$ 780.00	\$ 7,800.00	\$ 8,034.00	\$ 16,550.00	\$ 17,046.50	
Total Administrative Staff	\$ 15,447.00	\$ 72,300.00	\$ 75,458.00	\$ 94,484.00	\$ 97,318.50	
Facility						
Rent	\$ 12,192.00	\$ 26,600.00	\$ 35,000.00	\$ 45,000.00	\$ 55,000.00	
Renovation/Construction	\$ 25,000.00	\$ 15,000.00	\$ 10,000.00	\$ 20,000.00	\$ 25,000.00	
Utilities						
Total Facility	\$ 37,192.00	\$ 41,600.00	\$ 45,000.00	\$ 65,000.00	\$ 80,000.00	

Materials/Supplies

Textbooks / Resources	\$	20,000.00	\$	7,500.00	\$	9,656.25	\$	13,261.00	\$	17,073.75
Instructional Equipment	\$		\$	15,000.00	\$	23,475.00	\$	31,300.00	\$	39,125.00
Office/Classroom Technology	\$		\$	9,350.00	\$	12,500.00	\$	15,000.00	\$	17,500.00
Library	\$		\$	8,100.00	\$	8,100.00	\$	8,100.00	\$	8,100.00
Office Furniture			DONATED IN KIND		\$	10,000.00	\$	5,000.00	\$	5,000.00
Classroom Furniture	\$		\$	6,240.00	\$	1,620.00	\$	1,665.00	\$	1,725.00
Other Equipment/Supplies	\$		\$	9,000.00	\$	18,000.00	\$	20,000.00	\$	25,000.00
Total Materials/Supplies	\$		\$	55,190.00	\$	83,351.25	\$	94,326.00	\$	113,523.75
Other Costs										
Contracted Services/Consultants	\$		\$	8,460.00	\$	16,920.00	\$	25,380.00	\$	33,840.00
Business Services	\$	6,000.00	\$	6,000.00	\$	10,000.00	\$	15,000.00	\$	20,000.00
Insurance	\$	2,500.00	\$	10,000.00	\$	12,000.00	\$	14,000.00	\$	16,000.00
Marketing & Board Development	\$	10,000.00	\$	5,000.00	\$	7,500.00	\$	10,000.00	\$	12,500.00
Staff Development/Training	\$	12,500.00	\$	10,500.00	\$	12,000.00	\$	13,500.00	\$	15,000.00
Transportation	\$		\$	28,080.00	\$	36,150.00	\$	49,600.00	\$	63,750.00
Food Service	\$		\$	28,740.00	\$	36,975.00	\$	50,800.00	\$	65,375.00
Total Other Costs	\$	31,000.00	\$	96,780.00	\$	131,545.00	\$	178,280.00	\$	226,465.00
Other Start Up Costs Only										
Curriculum Development	\$	10,000.00								
Printing & Copying	\$	2,500.00								
Student/Staff Recruitment	\$	5,000.00								
Travel/Transportation										
Telephone/Fax/Postage	\$	2,500.00								
Consultants	\$	10,000.00								
Total Start Up Costs	\$	30,000.00								
Total Revenues	\$	170,000.00	\$	549,380.00	\$	694,325.00	\$	846,940.00	\$	1,023,280.00
Total Expenditures	\$	162,222.00	\$	549,370.00	\$	681,691.75	\$	844,777.95	\$	1,000,016.07
Balance	\$	7,778.00	\$	10.00	\$	12,633.25	\$	2,162.05	\$	23,263.93

BUDGET NARRATIVE

The Honorable Elijah Muhammad Charter School Financial plan will be a combination of public and private funds raised through per pupil payments, federal student entitlements, grant applications and private foundation.

The Honorable Elijah Charter School's financial plan for year one is based upon the following assumptions and considerations:

REVENUE

- *Per Pupil Revenue*

The projected tuition revenues are based on \$7076, the per pupil allocation for the City of Springfield. In subsequent years, the per pupil average is increased by 3 percent and then multiplied by the student enrollment for that year.

- *State Grants*

The budget assumes that THEMCS will be eligible for state grant each year. These funds will not be in competition with other schools' grant application

- *Federal Student Entitlements*

As a charter local education agency (LEA) THEMCS will be eligible for Chapter 1 reimbursement. This will be based on the number of low-income students who attend the school. It is estimated that at least 75 % of charter school students will be entitle for Chapter 1 entitlements. The estimated revenue is \$27,000.

- *Other Revenues*

Other sources of revenue include transportation reimbursements, Federal school food Program reimbursement.

*Transportation reimbursements are based on transporting all of the student population

*Food services revenues are based on Federal reimbursement guidelines

Assuming that all students will be entitled to free lunch.

EXPENDITURES

Professional Salaries

- *Principal:* The principal will be hired at a salary of \$58,000 per year with a 3% increase in each subsequent year.
- *Teachers:* The teachers' salaries are based on his/her qualifications and or experience. Salary increases are estimated at 3% each subsequent year. Salary range \$27,000-\$34,000.
- *Paraprofessionals:* The budget includes provisions for two fulltime paraprofessionals who will rotate half day in perspective classroom. Salary increases are also estimated at 3% each subsequent year.
- *Benefits:* Included in the benefit package are health insurance, life insurance, medicare and retirement for all full and part time (20 hours & more) employees.

Administrative Staff:

- *Fiscal Officer/Administrative Assistant:* The fiscal officer/administrative assistant will be compensated at \$32,000 per year with a 3% increase each subsequent year.
- *Custodian:* The custodian will be paid \$10.00 per hour, 20 hours per week for the school year with a 3% per year increase each subsequent year. Position becomes full time in FY2004.
- *Consultant:* The consultant hired will be our World Language instructor. This is a contracted position and will pay \$16,500 annually with a 3% increase each subsequent year.

Other Administrative Staff:

- *Parent Coordinator:* The parent coordinator will be hired at a salary of \$7,800 per year with a 3% increase each subsequent year. This person is half time.

Facility:

- Since we have a site to house our school, we are only allocating \$26,600 for rent for the first year. The balance of rent will be donated in kind. As our budget increases the rent for our facility will increase. Utilities will be included in the rent.

Materials/Supplies

- *Textbooks:* The cost of textbooks is based on \$125 per child.
- *Instruction Equipment:* This will be used to purchase computers, appropriate software, tables, wiring and peripherals.
- *Office/Classroom Technology:* Each classroom and office will have additional monies to enhance technology in his/her room.
- *Library:* We have budgeted \$10,000 per year for library resources and materials.
- *Office furniture:* This will be donated in kind for the first school year.
- *Classroom Furniture:* Costs estimates are \$104 per student.
- *Other equipment:* This includes science and laboratory equipment, calculators, microscopes, and mathematics manipulative. In later years, equipment includes equipment for home science room i.e. sewing machines, cooking equipment, etc.
- *Contracted Services/Consultants:* This line item relates to monies that will be paid consultants that relate to curriculum design, professional development
- *Business Service:* This line is reserved for our annual audits, and legal fees
- *Insurance:* Insurance charges, which includes but not limited to liability insurance, directors and officers' policy, umbrella policy, workers' compensation.
- *Marketing/Development:* this sum is earmarked for marketing the school, developing a brochure, and community outreach.
- *Staff Development Training:* Based on \$1,500 per staff. Staff includes teachers, paraprofessionals, and principa

- *Transportation:* We will follow guidelines of the state, which are that (1) all children living beyond a two mile radius chart will have access to free bus service (2) all special needs students will be bused at no cost to the student and (3) students living within the two mile radius will have access to transportation on a fee basis it is available. The budget assumes that reimbursements will support the cost of student transportation.
- *Food Service:* We will follow federal reimbursement guidelines. The budget assumes that reimbursements will support the cost of food service

START UP BUDGET

Revenue:

- \$150,000 State Start Up Grant
- \$ 20,000 Private funds

Expenditure

Professional Services:

- *Principal:* Amount reflects 5.5 months before school starts- \$26583.00
- *Teachers:* Based on 4 teachers, 2 months before start of school for development of curriculum, curriculum frameworks plus production of such curriculum

Administrative Staff

- *Financial Officer/Administrative Assistant:* Reflects payment for Financial Officer/Administrative Assistant 5.5 months prior to start of school to ensure fiscal accountability and appropriate systems in place.
- *Parent Coordinator:* Coordinating services 1 month prior to start of school.

Materials/Supplies:

- *Textbooks/Resources*
Purchasing of professional. Training and resource materials for staff such as content area curriculum, journals, scholarly/educational books, training materials, and videos; student materials for a resource room, such as computer software, CD_ROMS, maps, globes, manipulatives, etc: could also include equipment such as overhead projectors, VCRs, televisions, video cameras, etc

Other Costs:

- *Business Services: Fees for legal services*
- *Insurance:* Cost for about 5 months insurance prior to start of school
- *Marketing/Development:* Assumes the time of a writer/designer for a brochure and other marketing materials, printing and mailing costs; community outreach such as multiple meetings with refreshments and presentation materials

- *Staff Development/Training:* Assumes a summer institute for teachers, staff, Board of Directors. Amount also reflects cost of meals & refreshments, expert presenters/speakers, participants' materials and stipends for staff.

Other Start Up Costs:

- *Curriculum Development:* Assumes the stipends for paraprofessionals, others associated in curriculum development and curriculum frameworks
- *Printing & Copying:* Cost of bulk printing, school handbooks, and brochures
- *Student/Staff Recruitment:* Assumes mass mailings multiple meetings with food, packets of materials (sample materials, curriculum, forms, etc.) perhaps a video, development of learning concepts.
- *Telephone/Fax/Postage:* For communications, stamps for mass mailings
- *Consultants:* Consultant services for the design, layout of school.

G. Fiscal Management

Explain who will manage the school’s finances and how.

The Board of Trustees will have overall responsibility for the management of the Honorable Elijah Muhammad Charter School’s finances. The school principal and fiscal officer will establish an accounting and record keeping system for the school with the fiscal officer being ultimately responsible for keeping all financial records. The fiscal officer will also be responsible for providing weekly updates to the principal regarding the school’s financial status. The principal and fiscal officer will be required to provide a monthly financial statement to the board of Trustees.

Describe the fiscal controls and financial management policies the school will employ to track finances in daily business operations in order to maintain needed cash flow.

Monthly benchmarks will be established for spending and all account transfers will require the approval of the principal. Account transactions over \$5,000 will require the approval of the fiscal officer/or principal and the chair of the financial committee of the Board of Trustees. The Board of Trustees will also commission an annual external school financial audit.

H. Human Resources

Indicate the number of faculty to be hired and provide a summary of hiring criteria for the school’s teachers and staff

The Honorable Elijah Muhammad Charter School will start its first year of operation with an enrollment of 60 students and a staff of 11 people (including the principal, 4 classroom teachers, 2 paraprofessionals, and other related staff)
Hiring of faculty members will rest on the shoulders of the Board of Directors. Hiring criteria will include school’s faculty being in agreement with the school’s vision and principles; faculty demonstration of subject mastery and ability to use active learning pedagogical methods; ability to teach, willingness to participate in school activities and be available for student conferences and meetings. Teachers will be hired with mastery in core subjects such as mathematics, language arts, science, and history. One of the four teachers will also have bi-lingual capabilities.

Faculty to be hired is as follows:

Position	Number of Positions	Salary Range
Principal	1	\$55,000-\$70,000
Teachers	4	\$27,000-\$34,000
Paraprofessionals	2	\$16,500-\$19,000
Fiscal Officer/Administrative Assistant	1	\$32,000-\$40,000
Parent Coordinator	1	\$7,000-\$9,000
Custodian	1	\$7,500-\$10,000

Describe how job positions, roles and responsibilities will be determined.

The Honorable Elijah Muhammad Trustees believe that the quality of the professional staff determines the quality of education offered at our school. It is therefore the responsibility of the trustees to recruit and locate the best-qualified candidates to meet the schools educational needs. Staff selection shall be based on professional competence, intellectual rigor, and knowledge of instructional practices, enthusiastic professional attitude, high moral caliber and the ability to contribute to the furtherance of the school's educational goals. Attention shall be paid among other factors to the candidate's academic records, and his/her previous relevant experience. The staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

- Principal

Academic Requirement: Bachelor's degree required, Master's preferred.

Duties: The principal is responsible for ensuring the school's pedagogy; curriculum and assessments are in place and operating effectively. He/she will ensure access and consistency in staff development, mentoring, special programs and projects. The principal develops academic criteria, recruit and hire staff and provide leadership for school faculty and students. A functional knowledge of computer technologies and their applications in an educational milieu is also desired; this administrator must have experience in managing funds and have a working knowledge of budgetary procedures

- Teachers

Academic Requirement: Bachelor's degree required

Duties: The teacher must be in agreement with the schools visions and principles; must demonstrate subject matter mastery and ability to use active learning pedagogical methods; ability to implement assessment systems to monitor and evaluate students performances; ability to teach, shows an understanding and experience in flexible learning groups; willingness to share in leadership responsibility, willingness to be available for conferences, and meetings with parents and willingness to work within a system of flexible scheduling.

- Paraprofessionals

Academic requirement: Bachelors preferred

Duties Same as above

- Fiscal Officer/Administrative Assistant

Academic requirement: Bachelors preferred Minimum: 2 years job related duties

Fiscal Duties: Proven experience in financial planning including budget development, fiscal processing, payroll processing, managing and generating financial records, and professionalism in the work place. **Administrative Duties:** Maintenance of student/staff records, schedules appointments, order supplies and equipment and supplies, perform administrative/clerical/office functions.

- Parent Coordinator

Duties: Parent Involvement Specialist. Ability to inform and involve parents of school meetings, activities, student tutorials, community affairs, fundraising activities.

- Custodian

Duties General clean up of school area. Light maintenance work.

Briefly describe the teaching program of typical teachers. Indicate approximately how many hours they will be in class, how many classes they will teach, how much time they will use for planning purposes, and any other school related responsibilities.

Teachers programs are as follows:

- Teachers enthusiastically arriving at school ½ hour before the students in preparation of students arrival
- Teachers will teach (7) 40 minutes periods per day
- One class period per day will be assigned to each teacher's schedule for planning time
- A minimum of (1) class period per week for teachers team meetings
- Teachers will asked to give before and after school tutorial support

Indicate what the salary range and benefits for teachers and administrators will be. Clarify how individuals' salaries and related increases will be.

Salary range is as follows

Position	Salary Range
Principal	\$55,000-\$70,000
Teachers	\$27,000-\$34,000
Paraprofessionals	\$16,500-\$19,000
Fiscal Officer/Administrative Assistant	\$32,000-\$40,000
Parent Coordinator	\$7,000-\$9,000
Custodian	\$7,500-\$10,000

All full time and part time staff (20 or more hours) will be offered a benefit package that includes health/dental plan; life insurance (which amounts to about 25% of salary) and a 3% salary increase (if criteria is met) each subsequent year.

Criteria for salary increases are as follows:

- Commitment to the school's mission and goals
- High level of professionalism
- High level of accomplishment
- The Board will use in the evaluation process such tools as written classroom observations
- Comparisons of students' performance on major assessments specified in the charter school.

Bonuses will be given to staff members who show unconditional school support, high student performance

Explain how the school leader, administrator will be evaluated.

The Board of Trustees will evaluate the principal, and the principal will in turn evaluate all other staff members. As part of the evaluation process, the Board clearly defines the criteria for performance review as follows:

- Commitment to the school's mission and goals
- High level of professionalism
- High level of accomplishment
- The Board will use in the evaluation process such tools as written classroom observations
- Comparisons of students' performance on major assessments specified in the charter school.

Describe what the school's plan will be for staff recruitment, advancement, retention, and professional development.

A majority of the staff at the Honorable Elijah Muhammad Charter School will be recruited from the ranks of existing Springfield school district workforce. The core group of faculty (subject matter master teachers) will be recruited at the onset of the project. Further recruitment techniques will include

- Advertisement in at least 4 newspapers
- Appearances on talk shows to promote school
- Radio Carts
- Flyer distribution door to door, community agencies/centers, churches

The selection, evaluation, retention of staff will be the responsibility of the principal and Board of Trustees. A committee composed of the Board will have the responsibility for the hiring and annual performance review of the principal. Evaluations of all other staff will rest on the shoulders of the principal. Lack of performance will warrant unsatisfactory status and additional professional development will be encouraged. If no improvement is noticed, disciplinary action will be taken.

Tenure guidelines: The Honorable Elijah Muhammad Charter School will follow the legal guidelines for employee tenure as specified in Charter Law. Within the first year of employment the Board has the right to decide not to renew an employee's contract.

The staff will have opportunities to participate in in-service professional development programs to develop his/her own annual professional enrichment compact and action plan. This compact plan will help strengthen the teachers' pedagogical skills in techniques of differentiated instructions. Teachers will also be given opportunities to identify a series of action steps to reach goals in their compact. This will be reviewed by the principal and will provide teachers with a constructive feedback on their performance.

If the school plans to use volunteers, describe their possible roles. Briefly indicate how they will be trained and how their work will contribute to the ability of the school to achieve its goals.

The appropriate staff at the schools will train the volunteers at the Honorable Elijah Muhammad Charter School.

Possible roles of the volunteers are:

- Tutorials
- Story telling

- Clerical duties
- Chaperones on field trips
- Fundraising
- Guest speakers
- Lunch moms/dads

THE HONORABLE ELIJAH MUHAMMAD CHARTER SCHOOL
ACTION PLAN

Action	Responsible Party	Timetable
Formulate Board of Trustees	Founders	Jan-01
Develop By-laws for Board	Founders	Jan-01
Meeting of the Board of Trustees to set up committees and finalize action plan	Board of Trustees	Feb-01
Orientation of Board in Educational philosophy and methods	Founders	Feb-01
Initiate search for critical start-up staff (Principal, Fiscal Officer, and Parent Coordinator).	Education Committee	Feb-01
Develop Handbook, marketing and recruitment materials including application.	Recruitment/Admissions Committee	Feb-01
Develop detailed outreach/recruitment/ admissions plan upon notification of the charter marketing/recruitment plan will be fully implemented	Recruitment/Admissions Committee	Feb-01
Interview candidates for principal	Board of Trustees	Feb-01
Present plans for staff recruitment, outreach, admissions procedures and policies to Board of Trustees for approval	Recruitment/Admissions Committee	Mar-01
Present fiscal plan, fundraising strategy; budgeting and cash flow analysis; select and initiate relationship with financial institution to board for approval	Finance Committee	Mar-01
Final selection/hire of Principal	Board of Trustees	Mar-01
Implement plan for family/community outreach including community meetings, public service announcements (radio, T.V., newspapers), host for open houses, community center	Recruitment/Admissions Committee	Mar-01
Circulate applications, brochures and informational letters, as applications are received, they will be stamped and a corresponding letter sent to the student and parents	Recruitment/Admissions Committee	Mar-01

Hire Fiscal Officer, and Parent Coordinator; Recruit teacher candidates	Principal	Apr-01
Develop community/business opportunities and partnerships	Recruitment/Admissions Committee	Apr-01
Initiate student/family interviews	Recruitment/Admissions	Apr-01
Dissemination of curriculum materials to educators/consultants, parents for review	Education Committee	May-01
Initiate process for Chapter 1 reimbursement, school food service reimbursement, and liaison with local school district	Fiscal Officer & Finance Committee	May-01
Selection of eligible students for admissions in September 2001	Recruitment/Admissions Committee	May-01
Implement lottery	Recruitment/Admissions Committee	May-01
Initiate fiscal plan	Finance Committee	May-01
Execute contracts with teaching staff and consultants	Principal	May-01
Plan summer orientation sessions	Principal/Education Committee	May-01
Inform Springfield School Department of enrollment	Principal	Jun-01
Negotiate with Springfield School for transportation	Fiscal Officer	Jun-01
Initiate training of teacher staff	Principal	Jul-01
Ongoing training sessions for teachers	Principal	Jul-Oct 01
Student, parent orientations begin	Principal/Recruitment/Admissions Committee	Jul-01
Complete renovations	Facilities Committee	Jul-01
Obtain needed permits for occupancy	Facilities Committee	Jul-01
Set up administrative and classroom space, furniture (install computer systems, telephones, office and classroom equipment, etc.)	All staff, Facilities Committee	Jul-Aug 01
Principal, staff and board will meet, develop timelines and responsibilities for teambuilding activities, Staff development, parent involvement and the actual opening of school	Principal/Education Committee	Jul-Aug 01
Initiate home visits to incoming students	Teaching staff	Aug-01

Finalize school calendar	All staff	Aug-01
The Honorable Elijah Muhammad Charter School opens		Sep-01

IV. Draft Accountability Plan

Academic accountability is the underpinning of a charter's long-term viability. Our accountability plan represents an opportunity to provide structure and support to the school's primary goal to increase student academic achievement. It contains an accountability strategy that is:

- . Integrated across classrooms – We will determine uniform standards for all teachers
- . Comprehensive – We will institute front-end accountability goals and establish ongoing communications with teachers, parents, students and administrators.
- . Teacher-driven – Teachers will create and utilize the accountability system to improve classroom practice and student learning.
- . Sequenced – Our academic standards will ensure sequential development from grade to grade.
- . Student-centered – Our students will have the flexibility of learning at their own pace, and learning preference with the support of caring committed teachers.

- . How will the school measure the baseline for student performance?

The Iowa Test of Basic Needs will be the instrument used to determine baseline student performance. By the end of third grade, the average performance of students enrolled since kindergarten will meet or exceed the state and national standards on the Iowa Test. In subsequent years, as grades 4 – 8 are added, the average score of fourth and eighth graders will meet or exceed the state norms for the Massachusetts Comprehensive Assessment System. We will use the norm-based Iowa test because of its ability to measure basic skills of our students against a national population. MCAS, a requirement of the Massachusetts Board of Education, functions as a good system of measurement of analytical, critical and comparative thinking skills. However to ensure fairness, it will be coupled with other assessment tools as named later in the application.

- . What level of proficiency should students demonstrate during various stages of study within the educational program?

Students must obtain a passing grade and grasp curriculum content to be considered proficient in a subject area. For example, in language arts, students must demonstrate proficiency in reading comprehension, writing, oral expression and phonics. Proficiency means students understand and can articulate essential concepts and principles as well as demonstrate mastery in the competency area.

Employing differentiated learning instruction will enable our children to gain proficiency at their own pace, reflective of their own diverse cognitive styles. A system to assess character-building in students will be included and ethical concepts will be integrated to enhance students' decision-making capacity.

What internal and external instruments will the school use to determine student learning?

Assessment of student progress will include pre-and post-testing, class participation, frequent quizzes and tests, integrated individualized group projects, papers, as well as parent assessments of student progress, as parents are our children's first teacher. Students will also learn to evaluate their own work and progress, a process which engages the student in his or her own self-development, an important aspect of the school's mission. The results of these assessments will be reviewed regularly by the teacher. If there are warning signs of lagging progress, the student will be required to participate in homework tutoring sessions. We will incorporate teacher's descriptive evaluations of student growth and development through the inclusion of anecdotal recording and performance assessment rubrics.

We will survey students and encourage them to supply us with their feedback on what they have enjoyed, learned and recommendations/ideas for the future. Their interests and/or disappointments will serve as important information for board and staff future planning.

How are the school's performance goals for student learning related to the school's academic standards?

Performance goals will be closely aligned to our mission of offering high academic standards and demanding high expectations in the students we serve. Our primary goal is to help children develop their higher order thinking skills and decision-making ability. Performance outcomes will reflect both our students' level of motivation as well as competency. We will work to immerse our students in the subject areas to help them develop a genuine fascination and excitement for learning. Our warm, caring but no-nonsense approach will deliver positive student outcomes.

What are the school's goals for the management of its administrative structure and resources?

- . The principal will exhibit strong executive leadership in the administration of the school. He or she will remain vigilant over the school's curriculum, accountability plan, and academic and performance standards.
- . The administrative team will be high-performing and committed to a first-rate quality educational program.
- . The school's financial health will be a priority for management. Expenditures, and revenues will be tightly controlled to be in compliance with state guidelines.
- . Fundraising and grant proposal writing will be used to raise additional dollars to support the school budget and vision.
- . The administration, staff and teachers will have high expectations for themselves and student performance.

What internal and external assessments will be used to evaluate the school's viability as an organization?

- . An independent auditor will be hired as a consultant to evaluate the fiscal management of the school.
- . The board will conduct a self-assessment of its performance, control and oversight of school operations.
- . An evaluation survey will be disseminated to all key stakeholders i.e. community groups, businesses, collaborative partners, parents, elected officials, etc...
- . An evaluation of the administration's ability to develop community partnerships to advance and support the school's vision of community service and world consciousness will be included.
- . Adherence to the school's charter and implementation of necessary modifications will be part of the assessment process.

What will be the consequences for teachers, parents, and students if the school "fails to achieve" its school performance goals for student learning and organizational viability?

- . Administrative staff, teachers, parents and community leaders will be asked to participate in a joint strategic planning session to assess reasons for the failure and problem solve new solutions.
- . A school report card will be issued to clearly show the needed improvement areas.
- . Teachers, parents, the administration and students will receive a written report and individual conferences will be held as needed.
- . Teachers may be reassigned, let go, or appropriately reprimanded. The principal may also face disciplinary action by the board of trustees.
- . The board must reevaluate school operations and low performing areas and develop a concrete plan of action.
- . Student LIP's would be reviewed and amended.
- . Negative publicity may be generated and potentially decreased funding opportunities.
- . A decrease in morale may result and diminishing enrollment which would translate into a loss of state revenue.
- . A possible loss of the school's charter could occur along with the school being placed on probation.
- . Teacher lesson plans would be more frequently monitored for support and recommendations.
- . Teachers and administrative staff would receive poor annual reviews.

What will be the consequences for the teachers, parents and students of the school if the school achieves its school performance goals for student learning and organizational viability?

- . The Board and administrative staff would document the achievement including best practices in writing to share with the public and interested parties.
- . A strong sense of pride, morale, and confidence would develop in the staff and school environment.

- . Teachers, principal and staff would receive positive evaluations and appropriate incentives.
- . Students would perform at high levels and enjoy learning.
- . Increased funding opportunities would be available.
- . The school would be in compliance with state guidelines to run a charter school
- . Positive news stories and publicity would occur.
- . The school would have established and nurtured strong partnerships within the community and among parents.

. Include a description of 2 – 3 school performance goals for student learning, the instruments and data that will be used to evaluate these goals and the level of proficiency the school hopes students will achieve during their time in the school.

Also, include a description of 2 – 3 school performance goals for organizational viability and the instruments and data that will be used to evaluate these goals.

School performance goal for student learning	Instruments and data	Level of proficiency
Students will master core competencies in math, science, and language arts	MCAS tests and Iowa Test of Basic Needs (given as pre-and post tests annually to demonstrate core knowledge increases)	Students will articulate essential concepts and principles in each discipline, demonstrate high level reasoning and critical/comparative analysis
Character building and ethical values will be taught through literary stories	Open-ended essay assessments given frequently to determine response patterns	Can communicate strategies and written responses demonstrating positive decision-making and reading comprehension
School performance goal for organizational viability	Instrument and data	Level of Proficiency
Committed, active and highly skilled board governance	High attendance rate at meetings/functions and participation on committees	Accomplishes desired result in a timely, efficient and cost-savings manner
Sound fiscal management	Satisfactory independent audit and compliance to state funding guidelines	Bills are paid timely and accurately; school operates in the black

December 14, 2000

Application Review
Massachusetts Department
of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, MA 02108

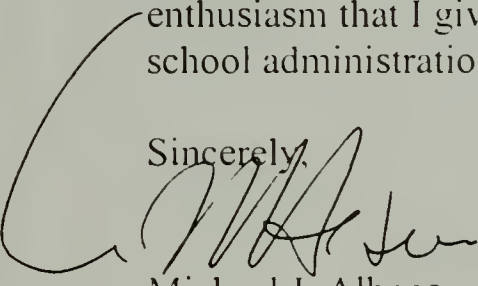
Dear Application Review Panel:

It is my honor and privilege to support Muhammad's Development Corporation, Inc.'s application to establish and operate The Honorable Elijah Muhammad Charter School in the city of Springfield.

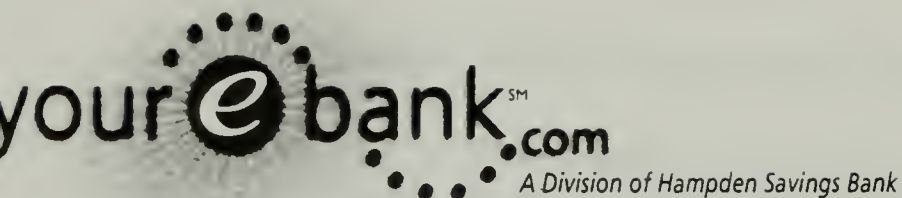
The Honorable Elijah Muhammad Charter School's emphasis on establishing core knowledge in mathematics, science and the arts, along with the important character building attributes will increase the ability of disadvantaged children in Springfield, its target population, to succeed academically. I believe that a school that focuses significant attention on developing world-consciousness through community service and exposing children to African-American and Latino history will strengthen the school choice options for Springfield parents. The potential benefit of this school is immeasurable.

I am impressed with the school's grassroots leadership, commitment to academic excellence, and effective approaches to educating all children in our city. It is with great enthusiasm that I give my support to this proposal and I look forward to working with the school administration, teachers, parents and students in the near future.

Sincerely,



Michael J. Albano
Mayor



19 Harrison Avenue
PO Box 2048
Springfield, MA 01102

5 December 2000

Application Review
Massachusetts Department of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, MA 02108

Phone 800-475-5750
Fax (413) 452-5229

Re: The Honorable Elijah Muhammad Charter School Application

Dear Ladics and Gentlemen:

I am very pleased to be able to provide this letter of recommendation in support of Muhammad's Development Corporation, Inc.'s effort to open The Honorable Elijah Muhammad Charter School here in Springfield. From my extensive conversations with members of Muhammad's Development Corporation over the years, I know that opening a school of this nature would begin the realization of one of the membership's fondest dreams. I applaud their tenacity in pursuit of their beliefs and for their efforts to better serve our community through moral leadership and quality education.

I think it may be appropriate to recount that I began to do business with an affiliate of Muhammad's Development Corporation in 1994 when I was the Regional Director of Small Business Banking at BankBoston. I believe that I approved the first loan for Muhammad's Mosque #13 to purchase its present location and begin the renovation process. When I accepted the position of Senior Lender at Hampden Savings Bank, we worked together to refinance the building and to provide some additional working capital. Through the last several years we have worked closely with the Mosque and Muhammad's Development Corporation, Inc. to provide financing for the purchase and renovation of apartment buildings and several residential properties. Our commitments to Muhammad's Development Corporation, Inc. and affiliated organizations through the years have approximated \$1mm. Their collective payment record and ability to deliver results on time have been exemplary.

Given our history together, I am certainly comfortable supporting the fiscal responsibility demonstrated by Muhammad's Development Corporation. I assert that the organization has amply exhibited the character and leadership qualities necessary to tackle the challenge of running a successful charter school. I am confident that a school sponsored by Muhammad's Development Corporation, Inc. will be very successful in its mission to provide a superior quality education for Springfield students.

Very truly yours,

William D. Marsh III
President
Yourcbank.com
A Division of Hampden Savings Bank



Northern Educational Service, Inc.

67 Mulberry Street
TTD/Voice 733-2238

Springfield, MA 01105
FAX # 737-5446

Norma Baker, Executive Director
Rance A. O'Quinn, President

December 11, 2000

Application Review
Massachusetts Department
Of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, Massachusetts 02108

It is my honor and privilege to support Muhammad's Development Corporation, Inc.'s application to establish and operate a Charter School in the City of Springfield. With the high incidence of drug use, teen pregnancy, drop out rates, and poor academic achievement among our school-aged youth, a Charter School with a strong disciplined foundation for learning is a welcomed addition to the public school system in Springfield.

It is my belief that the Charter Schools emphasis on establishing a strong core knowledge based in mathematics, science and the arts along with important character building attributes will maximize the ability of children in Springfield. Further, I believe that a school that focuses significant attention to developing world-consciousness through community service and includes African-American and Latino history as an equal part of the curriculum will strengthen the school choice options for Springfield parents and their children.

I am impressed with the school's leadership, commitment to academic excellence, and proposed effective approaches to educating all children. Northern Educational Service, Inc. gives unconditional support to this proposal and we look forward to offering our services and collaborating with the staff of the development corporation in their effort to provide improved educational opportunities for the families of Springfield.

Sincerely,

Norma Baker
Executive Director

- | | | | | | |
|--|--|---|---|--|---|
| • Youth Empowerment
Services
67 Mulberry Street
Springfield, MA 01105
(413) 733-2238 | • Family Services
870 State Street
Springfield, MA 01109
(413) 787-2101 | • Pre-School
• Supportive Family
35 Alden Street
Springfield, MA 01109
(413) 734-4124 | • Ethos I
56 Temple Street
Springfield, MA 01105
413) 733-1472 | • Ethos III
756 State Street
Springfield, MA 01109
(413) 737-8523 | • AIDS Outreach &
Education
886 State Street
Springfield, MA 01109
(413) 737-8523 |
|--|--|---|---|--|---|



Equal Opportunity

Urban League of Springfield, Inc.

756 State Street, Springfield, Mass. 01109

(413) 739-7211

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CYNTHIA TUCKER
WILLIE TYNES
TRACY WHITLEY

Application Review
Massachusetts Department of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, Massachusetts 02108

December 11, 2000

Dear Application Review Panel:

As the Chairman of the Board for the New Leadership Charter School, which is operated through a partnership with the Urban League of Springfield, Inc. and the Massachusetts National Guard, it is my honor and privilege to support the Muhammad's Development Corporation, Inc.'s application to establish and operate the Honorable Elijah Muhammad Charter School.

With the proliferation of drug use, teen pregnancy, drop out rates, and poor academic achievement among our school-aged youth, charter schools are a welcomed addition to the public school system because of the strong disciplined foundation they offer.

The Honorable Elijah Muhammad Charter School's emphasis on establishing core knowledge in mathematics, science and the arts, along with important character building attributes will increase the ability for disadvantaged children in Springfield to academically achieve. The significant attention that the school will devote to developing world-consciousness through community service and exposure to African American and Latino history will expand the school choice options for parents in the Springfield area.

I am impressed with the school's grassroots leadership, commitment to academic excellence, and effective approaches to educating all children in Springfield. The selection of the name of the school, The Honorable Elijah Muhammad Charter School, is a fitting testament to the school's noble and industrious mission. It is with great enthusiasm that I give my support to this proposal, and I look forward to working with the school's administration, teachers, parents and students in the near future.

Sincerely,

Henry M. Thomas, III
President & CEO



Community
United Way
of Pioneer Valley

"Mission: Developing African American Children and Supporting Families"

OLD HILL NEIGHBORHOOD COUNCIL, INC.

99 EASTERN AVENUE
SPRINGFIELD, MASSACHUSETTS 01109
TELEPHONE (413) 736-4578
FAX (413) 737-0856

Application Review Board
Massachusetts Department
of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, MA 02108

December 13, 2000

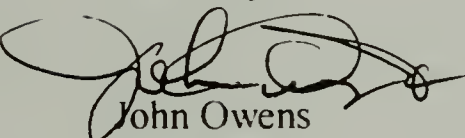
Dear Application Review Board:

I enthusiastically support Muhammad's Development Corporation, Inc.'s application for a public charter school in the city of Springfield. This is an excellent opportunity to offer an innovative educational instruction program that provides Springfield parents and students with greater school choice within our city.

The Old Hill Neighborhood Council, Inc serves as a catalyst for neighborhood revitalization, and has created a comprehensive community development plan to rehabilitate blighted properties and vacant parcels over the next 10 years in the area where the school would be located. Our organization plans to work as a community partner with The Honorable Elijah Muhammad Charter School, providing students with community service opportunities. We hope that students will learn to take charge of their community and begin to problem-solve the issues facing them at an early age. We are impressed with the aspect of the proposal that focuses on community service as a way of giving back as well as building important character traits.

It is exciting to see a school named after the visionary leader, The Honorable Elijah Muhammad, a man who understood the practical value of pooling resources to build a better reality for the community. We believe that young people equipped with these leaderships skills will enhance their self-esteem and gain valuable knowledge. We are pleased to be part of this creative endeavor.

Sincerely,



John Owens
President

HARE, STAMM & HARRIS

Attorneys at Law

A Professional Association

Mark L. Hare*
Mary Anne Stamm
Mickey E. Harris

1350 Main Street
Springfield, Massachusetts 01103

Phone (413) 731-5800
Fax (413) 732-5828

*also admitted in Connecticut

December 13, 2000

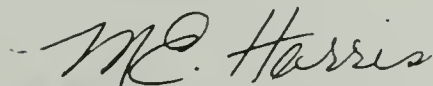
To Whom It May Concern:


It is my honor and privilege to support Muhammad's Development Corporation, Inc.'s application to establish and operate The Honorable Elijah Muhammad Charter School in the City of Springfield. With the proliferation of drug use, teen pregnancy, drop out rates, and poor academic achievement among our school-aged youth, a charter school with a strong disciplined foundation for learning is a welcomed addition to the public school landscape in Springfield.

The Honorable Elijah Muhammad Charter School's emphasis on establishing core knowledge in mathematics, science and the arts, along with important character building attributes will increase the ability of disadvantaged children in Springfield, its target population, to succeed academically. I believe that a school that focuses significant attention on developing world consciousness through community service and exposing children to African-American and Latino history will strengthen the school choice options for Springfield parents. The potential benefit of this school is immeasurable.

I am impressed with the school's grassroots leadership, commitment to academic excellence, and effective approaches to educating all children in our city. The selection of the name of The Honorable Elijah Muhammad as the charter school name, in my view, is a fitting testament to the school's noble and industrious mission. It is with great enthusiasm that I give my support to this proposal and I look forward to working with the school administration, teachers, parents and students in the near future.

Sincerely,



 Mickey E. Harris
Attorney at Law

Mason Square Community Development Corporation

Urban League of Springfield

756 State Street

Springfield, MA 01109

November 30, 2000

Application Review

Massachusetts Department of Education

Charter School Office

One Ashburton Place, Room 1403

Boston MA, 02108

To Whom It May Concern:

It is my esteem pleasure to write you in support of Muhammads Development Corporation, Inc.'s proposed application to establish The Honorable Elijah Muhammad Charter School here in Springfield. In my opinion, this request demands the review committee's utmost consideration and attention. Throughout the year, MDC has demonstrated strong and uncompromising leadership in addressing the social ills that plague urban communities. They work timelessly to eradicate poverty, blight, homelessness, etc. With the proliferation of drug use, teen pregnancy, dropout rates and poor academic performance among school aged youth MDC's commitment to excellence is paramount to the success associated with the Charter School movement. Moreover, MDC values driven mantra elicits accountability and responsibility, epitomizes strength and discipline for our community.

The Honorable Elijah Muhammad Charter School's emphasis on establishing core knowledge in mathematics, science and the arts along with important character building attributes will increase the ability of disadvantaged children in Springfield, its target population, to succeed academically. I believe that a school that focuses significant attention on developing world-consciousness through community serve and exposing children to African American and Latino history will strengthen the school choice options for Springfield parents. The potential benefits of this school are immeasurable.

"Building a better community"

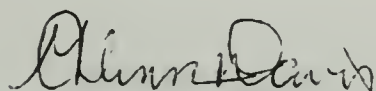
Tel: (413) 739-7211 fax: (413) 732-9364

MA. Dept. of Education
November 30, 2000
Page 2

Without equivocation , therefore, I endorse MDC's application. I believe this prospective school will provide a standard of excellence we would be proud of. Your approval of their application is a testimony of your panel's commitment to ensuring that inner city children are afforded quality educational opportunities

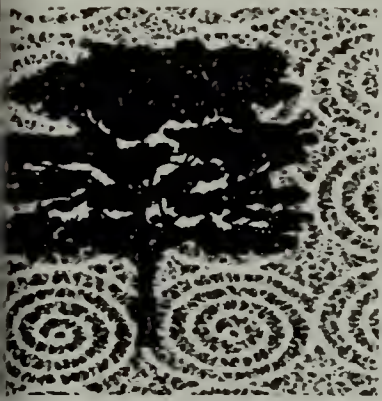
If you have any questions about this matter, please do not hesitate to call me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Glenn Davis".

Glenn Davis
Executive Director

GD/ cdb



THE ASSOCIATION, INC.
MASON SQUARE BUSINESS RESOURCE CENTER

December 12, 2000

Application Review Panel
Massachusetts Department of Education
Charter School Office
1 Ashburton Place, Room 1402
Boston, Massachusetts, 02108

Dear Panel Members:

I am writing this letter in support of the charter school application submitted by Muhammad's Development Corporation. It is my privilege to be able to offer support to a charter school for Springfield that focuses on the basics of math, science and the arts while also emphasizing character and discipline. The school also will focus attention on African-American and Latino history, making it that much more relevant to the demographics of Springfield, which has a predominantly black and Hispanic public school population.

I am most impressed with the school's grassroots leadership. Altogether too often those with good intentions and good ideas do not achieve the desired results because they simply do not have a feel for the students they are serving. The greatest strength of The Honorable Elijah Muhammad's Charter School will be in the closeness of the working and living relationship of its leadership to the population that it will serve. Inner-city Springfield has benefited from many concrete examples of that leadership in the areas of police/community relations, community organization, youth development, housing rehabilitation and general advocacy in favor of the poor and otherwise disfranchised minorities. When the leaders of The Honorable Elijah Muhammad Charter School issue the call to educational action it will be heard and understood and responded to by students, their parents and the entire community.

I urge you to support the efforts of Muhammad's Development Corporation, Inc. to establish The Honorable Muhammad Charter School as a regional charter school in Springfield, Massachusetts. We need the school.

Yours truly,

Frederick A. Hurst, Esquire

DRAYMORE, MASTIN & GOLDBERG, P.A.

ATTORNEYS AT LAW

A Professional Association of Independent Attorneys

1350 MAIN STREET - FIRST FLOOR

SPRINGFIELD, MASSACHUSETTS 01103-1627

Telephone (413) 739-9696 Telecopier (413) 739-3082

December 8, 2000

Muhammad's Development Corporation, Inc.
727 State Street
Springfield, MA 01109

Attention: Kim Muhammad, Director

Re: City of Springfield Charter School

Dear Ms. Muhammad:

This letter is intended as a letter of support for a proposed charter school for the City of Springfield to be located in the Winchester Square area. I strongly support the idea and need for a public non-denominational charter school for this area of the city.

Best of luck in your efforts.

Very truly yours,

DRAYMORE, MASTIN & GOLDBERG, P.A.

Mark R. Draymore

MRD:bj

Helen R. Caulton-Harris, Director
Spfld. Dept. of Health/Human Svcs.
95 State Street, Suite 201
Springfield, MA 01103
(413) 787-6456/787-6458(fax)



December 12, 2000

THE CITY OF
SPRINGFIELD, MASSACHUSETTS

Application Review
Massachusetts Department of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, Massachusetts 02108

Dear Application Review Panel:

On behalf of The Springfield Department of Health and Human Services (SDHHS) it is my honor and privilege to support Muhammad's Development Corporation, Inc.'s application to establish and operate The Honorable Elijah Muhammad Charter School in the city of Springfield. With the proliferation of drug use, teen pregnancy, drop out rates, and poor academic achievement among our school-aged youth, a charter school with a strong disciplined foundation for learning is a welcomed addition to the public school landscape in Springfield.

The SDHHS has had established history of working with Muhammad's Development Corporation with positive outcomes. The Honorable Elijah Muhammad Charter School's emphasis on establishing core knowledge in mathematics, science and the arts, along with important character building attributes will increase the ability of disadvantaged children in Springfield, its target population, to succeed academically. I believe that a school that focuses significant attention on developing world-consciousness through community service and exposing children to African-American and Latino history will strengthen the school choice options for Springfield parents. The potential benefits of this school is immeasurable.

I am impressed with the school's grassroots leadership, commitment to academic excellence, and effective approaches to educating all children in our city. The selection of the name of The Honorable Elijah Muhammad as the charter school name, in my view, is a fitting testament to the school's noble and industrious mission. It is with great enthusiasm that I give my support to this proposal and I look forward to working with the school administration, teachers, parents and students in the near future.

Sincerely,


Helen R. Caulton-Harris
Director



GLENN & GLENN

Patti G. Glenn
Perman Glenn, III*

Attorneys at Law

Nicole E. Brooks

*Also admitted in Louisiana

December 12, 2000

Application Review
Massachusetts Department
of Education
Charter School Office
One Ashburton Place, Room 1403
Boston, Massachusetts 02108

Dear Application Review Panel:

It is my honor and privilege to support Muhammad's Development Corporation, Inc.'s application to establish and operate The Honorable Elijah Muhammad Charter School in the City of Springfield. With the proliferation of drug use, teen pregnancy crime, drop-out rates, and poor academic achievement among our school-aged youth, a charter school with a strong disciplined foundation for learning is a welcomed addition to the public school landscape in Springfield.

The Honorable Elijah Muhammad Charter School's emphasis on establishing core knowledge in mathematics, science and the arts, along with important character building attributes will increase the ability of disadvantaged children in Springfield, its target population, to succeed academically. I believe that a school that focuses significant attention on developing world consciousness through community service and exposing children to African-American and Latino history will strengthen the school choice options for Springfield parents. The potential benefits of this school is immeasurable and would be welcomed by many parents and teachers.

I am impressed with the school's grassroots leadership, commitment to academic excellence, and effective approaches to educating all children in our city. The selection of the name of the Honorable Elijah Muhammad as the charter school name, in my view, is a fitting testament to the school's noble and industrious mission. It is with great enthusiasm that I give my support to this proposal and I look forward to working with the school administration, teachers, parents and students in the near future. If I can be of any assistance, please feel free to call upon me.

Sincerely,

Perman Glenn, III

Attachment

Secular Educational Program

The Honorable Elijah Muhammad Charter School will provide a secular educational Experience for students in the city of Springfield. In accordance with Art. CIII. Article XLVI, Section 2 of the Articles of Amendment to the constitution of the commonwealth of Massachusetts, the school will not promote any religious teaching, philosophy or curricula. Academic and non-academic materials including the character-building and ethics pedagogy will not contain any religious literature, undertones, or suggestion.

A central objective of our school is to introduce students to African-American and Latino men and women who have made significant contributions to world civilization and consciousness. Historical leaders such as The Rev. Dr. Martin Luther King Jr., The Rev. Jesse Jackson and The Honorable Elijah Muhammad, all of who were famous ministers in their respective faith traditions, fit into this category and would be included in the history curriculum. Although leaders such as these have risen to national prominence as a result of their work in the church, their civil rights and humanitarian contributions are relevant and appropriate to our curriculum focus. For the purposes of our school, we will concentrate our study solely on their political, social, economic, educational and financial influence.

The founders have named the public charter school after The Honorable Elijah Muhammad because of his strong leadership and keen ability to affect positive change in the lives of low-income people.

The Honorable Elijah, a multi-talented leader, was an excellent example of grassroots and national leadership for today's youth. His untiring commitment, dedication and sacrifice for the upliftment and advancement of the poor people, African-American, Latino and people of various ethnicity, provided valuable lessons of courage and visionary leadership. He can be aptly described as a:

- Civil Rights Leader- He fought for the attainment of civil liberties for "minority" people and like Dr. Martin Luther King Jr., he spoke out about injustices in the U.S. His message focused on freedom, justice and equality for the full citizenry.
- Humanitarian Leader – He advocated for equal opportunity in employment, quality education for young people, and prison reform to help those in the most wretched of conditions. He was a strong advocate for equitable treatment for all cultures and nations.
- Businessman – He developed supermarkets, clothing stores, banks, fish markets, restaurants, bakeries, a national trucking fleet, farms, a newspaper publishing business, and authored a number of self-help books. As an entrepreneur, he amassed a financial empire exceeding \$100 million dollars.

- Advocate for Self-Improvement – He taught African-Americans to respect themselves and develop high expectations for their own character and actions. He believed people had the capacity to transform themselves, their community and their way of thinking to attain far-reaching goals. He was labeled “The Great Reformer”, embracing those persons generally “despised and rejected” by society. These were people depicted as being at the bottom of the barrel, hopeless, and even incorrigible. He helped them to overcome substance abuse problems, alcoholism and criminal life to become decent, law-abiding and upstanding citizens.
- Nutritionist – He believed in nurturing both the mind and the body. He espoused a message of “how to eat to live,” to enjoy a healthy, fulfilling and promising life.
- Critical/Analytical Thinker – Although he had a third grade education, he possessed an extraordinary mind and adept ability to problem-solve the challenges within his community. He encouraged those around him to do the same. He was an effective organizer and mobilized poor people across this nation, i.e., urging people to pool their resources to address their communities and build quality schools and educate their children.

The Role of Muhammad’s Development Corporation, Inc. and Muhammad’s Realty Group

Muhammad’s Development Corporation, Inc. is a 501 C-3 nonprofit organization, whose mission is to develop affordable low-income housing, offer small business development services, and provide educational programs and employment opportunities to low-income families in Springfield. The organization works to empower community residents to improve the quality of their life by affecting economic and social change. Muhammad’s Development Corporation, Inc. was founded by a group of concerned individuals in 1999 that wanted to make a practical difference in the life of people by building their capacity. The organization will serve as the founding group of the Honorable Elijah Muhammad Charter School. Two representatives from Muhammad’s Development Corporation will serve on the school’s independent governing board of trustees.

Muhammad’s Realty Group, Inc. is a private real estate and property management business owned and operated by Yusuf Muhammad, one of the founding members of The Honorable Elijah Muhammad Charter School. It has no affiliation or management responsibility or connection to the charter school in any capacity.

Code of Conduct

The Elijah Muhammad Charter School (HEMCS) intends to provide an orderly environment conducive to learning based on student involvement and participation, personal responsibility, respect for others, and good citizenship. Students who exhibit disruptive behavior deprive others of this right and will be subject to disciplinary action, including detention, deduction of life skills positive points, suspension and expulsion from school.

Clear communication and clearly defined limits promote acceptable behavior, therefore each student and parent/legal guardian will be encouraged to sign a Statement of Expectations. If a parent or student is reluctant to sign, the school will explore with them whether they are interested in enrolling in this school. Not signing does not change the need for the student or parent/legal guardian to adhere to the code of conduct. A staff member and a witness will sign a form indicating that the Code of Conduct has been reviewed with the student and parent/legal guardian. The conditions of each student's Statement of Expectations will include adherence to this Code of Conduct. This code and Statement of Expectations will be gradually evolving guidelines for acceptable behavior describing responsibility and authority.

Students who violate The HEMCS' Code of Conduct may be subject to consequences including, but not limited to: detention (lunch, recess, after school), verbal warning, deduction of life skills positive points, written warning, suspension, reparation of damages, or expulsion. There may also be alternative disciplinary steps developed by the faculty and Parent Teacher Student Association.

What behaviors constitute student misconduct?

Disruptions of the learning environment constitute student misconduct and include but are not limited to, name calling, cutting class, dressing out of uniform; unnecessary tardiness or early departure; use of profanity; verbal abuse; refusing to do assigned work; any type of threatening behavior; put downs based on race, gender, religion, or sexual preference.

What are the consequences of these behaviors?

The guidelines will be appropriate to the age level and maturity of the child, will be commensurate with the nature of the violation, will respect all children's rights, and will hold them accountable for their behavior. The first consequence for disrupting the learning environment will be a verbal warning. The second consequence will be detention and or deduction of life skills positive points. Consequences for the third incident will include written warnings and may also include peer counseling, or public apology as voted by students, faculty and parents. The fourth consequence will be a suspension of 1 to 10 days depending on the nature of the violation.

What behaviors are grounds for suspension and/or expulsion?

The grounds for suspension are endangering the safety of an individual; fighting; use, possession, or being under the influence of drugs/alcohol; vandalism; sexual harassment; unethical, destructive, unauthorized, or illegal use of computers, networks, or software, academic cheating; stealing; refusal to obey reasonable request of staff; repeated violations of school rules; seriously disruptive or inappropriate acts; inappropriate/unwanted public displays of affection.

Grounds for immediate suspension pending an expulsion hearing are possession of a weapon; assault or battery on staff member or volunteer; violence to a student; sexual activity; and major cases of sexual harassment.

How is the Code of Conduct communicated to students, parent/legal guardians, teachers, and other appropriate members of the school community and the public?

Students and parents/legal guardians will receive a copy of the Code of Conduct and will be expected to sign a Statement of Expectation upon enrollment. The conditions to each staff member's Appointment letter will include adherence to this Code of Conduct. Copies of the Code of Conduct will be available upon request at the school, recruitment fairs, and public meetings.

The Elijah Muhammad Charter School
Student/Parent Statement of Expectations

Students

1. I will be respectful, kind, play fair, take turns, make people feel safe and included and not hurt their feelings, and uphold the mission of the school.
2. I will use a quiet voice and not disturb people who are working or learning.
3. I will use good manners; clean up after myself and others; participate positively in projects and field trips in a way that makes people proud of the school and me.
4. I will work to learn as much as I can each day in school and in my homework.
5. I will come to school ready to learn and not take unnecessary time off.
6. I will not lie, play fight, hit, kick, punch, throw things or hurt people.
7. I will not run inside, steal, damage school computers, property or the property of others.
8. I will use profanity or bring any form of weapon, alcohol, tobacco or illegal drug at school.

Parents

1. I will, when I am in school, reinforce, follow the character building principles and reinforce them at home, and uphold the mission of the school.
2. I will commit to having my child(ren) properly fed, rested and punctual.
3. I will help my child(ren) establish a time and place for study; encourage his/her efforts; review homework; and read to and with her/him as often as possible.
4. I will attend parent conference, school events (i.e. fairs, performances, information sessions) as much as possible.
5. I will communicate and work positively with my child's (ren's) teacher in a respectful partnership to support my child's (ren's) education.
6. I will support the school in the fair administration of consequences for my child's non-adherence to the above rules.
7. I will become familiar with the Massachusetts Frameworks and MCAS requirements and obtain educational materials to help meet my child's (ren's) educational needs.

Student's Signature

Parent/Legal Guardian

Date Signed

Curriculum Design

MATHEMATICS

The Honorable Elijah Muhammad stated, "Without mastering mathematics, the sciences, and all branches of engineering, we will never be the builders of civilization". Like language skills, mathematics is a prerequisite for success in our increasingly analytical and technological world. Just as the HEMCS is dedicated to achievement in reading and language arts, early mastery of arithmetic and basic mathematical problem solving is essential. Students must learn to problem solve, think, communicate and reason mathematically in order to solidify their connections to themselves, their family, their community and the world. To achieve this end, the HEMCS will use integrated themes providing students with the opportunity to apply mathematics to real problems and in other subject areas. Our curriculum includes lesson plans that highlight African-American and Latino contributions to mathematics. We will use the Chicago Mathematics Curriculum, which complies with the Massachusetts learning strands, as described in the Massachusetts Curriculum Frameworks for Mathematics and integrates applications to motivate students and show the connections of mathematics to problems encountered in other subject areas.

The instruction each day spent on mathematics will include a balance between discovery directed by the exchange of ideas between the teacher and the class, and direct presentation of material by the teacher. The Chicago Math Project consists of hands on manipulative games that use concrete materials and applications to develop concepts and to connect children's intuition to abstract mathematics. The problem solving activities challenge children to think creatively and to extend their knowledge. The applications for problem solving are to science, other aspect of the real world, and internal applications to mathematics itself. The students will work together in teams to enhance mathematical learning and help them communicate effectively and develop social and mathematical skills. Since technology is an essential tool for effective mathematics education, computer applications will be integrated into the curriculum. Our program will feature essential areas as outlined in the mathematics curriculum frameworks, students will learn to master basic mathematical skills including number sense, problem solving, applying mathematics to everyday situations; patterns and relationships, algebra, computation; mathematical structures, geometry and spatial sense, measurement, statistics and probability, measurement; reading, interpreting and constructing tables, charts, and graphs; using mathematics to predict computer literacy.

LANGUAGE ARTS

The HEMCS' approach to language arts is to develop literacy and language skills as a foundation to communication. Our literacy program components are language skills of reading, writing, speaking, listening, and the ability to acquire further knowledge through inquiry, research and comprehension. The acquisition of language will be done through but is not limited to the context of whole language introduction and literature based reading. In order to communicate (wants, needs, questions, etc), we must learn the fundamentals of grammar, spelling, vocabulary and pronunciation.

In kindergarten and first grades, children will learn to read by developing both sight vocabulary and knowledge of phonics. They begin with emergent readers and pre-primer books. Teachers will read poetry, folktales, fables and legends aloud to expose students to a variety of literature aimed to inspire interest in reading. Students develop language skills from exposure in the home and community. We intend to build their intellectual competency by immersing children in a language rich environment. Teachers will guide discussions designed to provoke thoughtful questions, promote

analytical thought, comprehension, and listening skills. By third grade, the children read individually then discuss themes, plot, and character innovations. Children will make references and generalizations and distinguish fact from fiction. Students will read and summarize biographies. As the student advances in school, he/she will discuss, interpret, analyze and compare literature of all forms including plays, fiction, poetry and nonfiction. In conjunction with reading is the acquisition of writing skills. Students in kindergarten and first grade will write simple sentences. They will learn basic writing story map skills, recount, and open response strategies, which will be the base for the MCAS testing. Students will continue to develop these skills in the

Curriculum Design

second and third grades, learn to write stories, poems, letters, and book reports while learning formal writing processes of outlining, drafting, revising and editing. They will refine composition skills such as paragraphing, dialogue and more complex sentence structures. Emphasis is placed on expository and expressive writing that is well organized as the MCAS will critically assess students' ability to comprehend passages and compare genres, gather, analyze and interpret information, read and give supporting detail. We will teach students how to identify essential ideas and use graphic organizers to present information. They will also learn to write their thoughts constructively with a coherent flow of ideas. Students will write everyday and assignments will be selected to encourage writing of all types; imaginative, expressive, as well as expository and analytical. Grammatical instruction will begin as early as first grade and students will be expected to apply their knowledge of sentence and paragraph structure, grammar, spelling and vocabulary to all subject areas.

SCIENCE

Science for students in the early grade (K-3) should be fun and stimulating, designed to make children explore, experiment, and relate their findings to real world outcomes. Emphasis is placed on understanding how facts are interrelated through natural laws and mathematical relationships, reading, writing and other subject areas. The Science for Life Curriculum uses three core units at each grade level emphasizing science, technology and health. Each unit is based on the major organizing concept and or skill. The program is student-centered, focusing on developmentally appropriate and motivational ways to help children learn about science, technology and health. It is also teacher centered providing teachers with a teaching model and procedures that will promote successful implementation. After completing this curriculum, students will be able to make informed decisions about the role of science and technology in their lives and about their personal health and well-being.

Grade K	The senses Myself and Others Living Things Weather
Grade 1	Organisms Growing things Solids and Liquids Balls and ramps
Grade 2	Changes Sounds Lifting Heavy Things Insects
Grade 3	Habitats (include animal classification) Plant Growth and Development Circuits and Pathways Solar System

SOCIAL STUDIES/HISTORY

The HEMCS believes that in order for our students to be adequately prepared for the future, they must have knowledge of world history that is wide-ranging and includes the contributions of their racial/ethnic backgrounds. Our curriculum will explore European, African/African American, Latino, Asian and Native American histories and contributions to world civilization. Topics will include: United States of America, communities/world families, community leaders, and the history of Springfield, MA.

Curriculum Design

ARTS/MUSIC

Students will learn the elements and principles of drawing and painting. Students will:

Understand the elements of art (i.e. shape, color, form)

Comprehend the principles of art (i.e. unit, rhythm, harmony)

Understand role of critical thinking skills of a design

Come to appreciate the value of visual arts

Engage in activities (i.e. painting, drawing, jewelry making, etc.)

In music, a partnership will be formed with the African American Music Society of Greater Springfield. Through this partnership, the children will learn to read music and sing. Students will learn about the history of music with an emphasis on Jazz Music and African Drums. Students will also:

Participate in musical activities (i.e. singing songs and melodies)

Learn the basic elements of music (tone, rhythm, melody)

Learn about instruments from other cultures

Learn to play a simple instrument (ex. drum or recorder)

CHARACTER & ETHICS

The HEMCS believes that instituting a dress code is a practical way to increase school spirit, minimize students' distractions to fashions and class differences, and focus the child's attention on learning. We believe that teaching character building and ethical concepts at an early age is a proactive and preventative way to counteract violence, drugs and promote good citizenship. The Heartwood Ethics Curriculum is a multi-cultural, ethics education program that focuses on seven universal ethical values: courage, loyalty, justice, respect, hope, honesty, and love. In addition to this program, students will be taught character building principles including, but not limited to: responsibility, helpfulness, respect, good manners, cooperation, altruism, leadership skills, patience, good work ethic, neat and clean /dress presentation, timeliness, community/social awareness, generosity and good sportsmanship. The character building principles will be reinforced by student's ability to acquire life skills positive points. Students earn points by:

*Community Service

*Peer tutoring/mentoring

*Positive Peer Interaction

*Fundraising Activities

*School Store, Bank Messenger duty

*Entrepreneurial Qualities

*Good Citizenship

*Leadership

*Participation in PTSA

*Peer Mediation

*Gardening

*Hall Way Monitor duty

The Honorable Elijah Muhammad Charter School

Overview of A Balanced Reading Program

Element	Values	Assessment
<p>Reading Aloud</p> <p>The teacher reads aloud to the whole class or small groups. A carefully selected body of children's literature is used: the collection contains a variety of genres and represents our diverse society. Favorite texts, selected for special features are reread many times</p>	<ul style="list-style-type: none"> • Involves children in reading for enjoyment • Demonstrates reading for a purpose • Provides an adult demonstration of phrased, fluent reading • Develops knowledge of written language syntax • Develops knowledge of how texts are structured • Increases vocabulary • Expands linguistics repertoire • Supports intertextual ties • Creates community of readers through enjoyment and shared knowledge • Makes complex ideas available to children • Promotes oral language development • Establishes known texts to use as a basis for writing and other activities through reading 	<ul style="list-style-type: none"> • Whole or half groups • Models purpose, pleasure, positive attitude toward reading • Models thinking and response • Develops new concepts, language, vocabulary • Exposes to different genres, literacy styles, materials beyond child's level • Models strategies, think aloud
<p>Shared reading</p> <p>Using an enlarged text that all children can see, the teacher involves children in reading together following a pointer. The process includes</p> <ul style="list-style-type: none"> • Reading big book, poems, songs • Rereading retellings • Rereading alternative texts • Rereading the products of interactive writing 	<ul style="list-style-type: none"> • Explicitly demonstrates early strategies, such as word by word matching • Builds sense of story and ability to predict • Demonstrates the processes of reading extended text • Like reading aloud, involves children in an enjoyable and purposeful text • Provides social support from the group • Provides opportunities to participate and 	<ul style="list-style-type: none"> • Usually large chart or Big Book so children can see and participate • Whole group • Models purpose, strategies: rereading, during/after: focus on meaning • Provides safe space for risk taking/practice (choral reading, Language Experience, Interactive writing)

<ul style="list-style-type: none"> • behave like a reader • Creates body of known texts that children can use for independent reading and as resources for writing and word study 		
<ul style="list-style-type: none"> • Students join in or follow with eyes, or predict... • Focus on particular concept or strategy; integrate decoding/encoding skills • Material at instructional level follow-up activities; including independent reading of shared book 	<ul style="list-style-type: none"> • Provides the opportunity to read many texts and a wide variety of texts • Provides opportunity to problem solve while reading for meaning • Provides opportunity to use strategies on extended text • Challenges the reader and creates context for successful processing on novel text • Teacher selection of text, guidance, demonstration and explanation is available to the reader 	<ul style="list-style-type: none"> • Small groups, but flexible • Following explicit modeling and strategy review, burden of problem-solving lies with the students, with close teacher observation, support • Materials at instructional level • Includes ranges of types of reading/writing activities; guided reading or response groups; literacy circles; reciprocal reading, small groups research or writing etc • Discussion of content and process, articulation and validation of successful strategies • Follow-up; practice reading, journal writing, other writing, dramatization
<ul style="list-style-type: none"> • Independent reading • Children read on their own or with partners from a wide range of materials. Some reading is from a special collection at their reading level 		<ul style="list-style-type: none"> • Provides opportunity to apply reading strategies independently • Provides time to sustain reading behavior • Challenges the reader to work on his own and go to use strategies on a variety of texts • Promotes fluency through reading • Builds confidence through sustained, successful reading • Provides the opportunity for children to support each other while reading
		<ul style="list-style-type: none"> • Individual or pairs • Book/topic by choice or assigned • Familiar books from guided or shared reading: new books at independent level • DEAR or SST; WWS • Centers • Follow-up [: may have structured response, journal, activity sheets, share time

John E. Lawrence
178 Fisher Avenue
Boston, MA 02120
617-278-9153

7/9/99

Career Objective: To draw on my varied experience in business management to help serve the community.

New England Aquarium, Boston, MA

1997-present

Logistical Coordinator. Supervise two employees in Shipping and Receiving. Manage off-site warehousing for equipment supplies for all departments as well as Gift Shop. Responsible for liquidating, transport and proper disposal of equipment. Maintain stationary for main facility as well as off-site management team. Develop Standard Practice Procedures for department.

New England Aquarium, Boston, MA

1991-1997

Manager of Food Services. Supervised 25 to 30 part-time seasonal and 8 part-time permanent employees. Trained staff and handled customer service. Managed concessions, performed staff scheduling, payroll, and deposits. Maintained and recorded daily cash reports. Rotated inventory and purchased all foodservice products. Responsible for controlling food costs. Designed layout for kiosks and kitchen.

Messages, Inc., Richmond, Virginia

1988-1991

Owner/operator of retail outlet. Merchandise included afro-centric books, cassette tapes and videos. Directed purchasing, marketing and managing of inventory. Maintained accounts payable.

Monmouth Toyota-Chrysler/Plymouth, Eatontown, New Jersey

1984-1987

Manager of used car division. Negotiated and closed automobile sales. Supervised 6 used car salespeople. Coordinated inventory of 80 to 100 used cars between two franchises via purchases and trade-ins. Appraised potential trade-ins for both complexes. Initiated R.O.'s for repairs and retailing. Prepared numbers for bank contracts.

New England Aquarium, Boston, MA

1981-1984

Assistant Manager Food Services

Volunteer Work Urban League, Roxbury, MA, 1980-1982 M.C.I. Gardner, Gardener MA, 1981-1983

Education:

Wheelock College, Present

Urban College, 1995-1996

Newbury College of Business, 1980

Sharon E. Johnson
120 Balis Street
Springfield, MA 01109
(413) 737-8271

Objective: To help develop and deliver exemplary human services programs that enrich and empower people to the extent that they grow into service to others.

Employment History

- 1997 – Present** MassMutual Life Ins Co., 1295 State St. Springfield, MA.
Systems Analyst – Designed and automated the Y2K deliverable for the Non-tradition Products, Vantage System. Production Support, Business Specifications for TAMRA Law.
- 1995 -- 1997** SAC/HeadStart, 120 Westminister St., Springfield, MA.
Site Coordinator for four sites, consisting of six classrooms, and 160 children. Responsibilities included full OFC Director I level administration, teacher training, record keeping, budgeting, staffing, etc. Also initiated an apprenticeship/job training program for the parents called JobStart, which trained parents in the fields of Health, Education, and Food Management. Fifteen were job ready and placed in viable positions after three months training.
- 1993 – 1995** Educator/Consultant – Taught Multiculturalism for Anna Maria College, Criminal Justice Dept, undergraduate level, to 55 of the Springfield Police Department. Developed and delivered the Certified Family Day Care Provider training, consisting of 15 hours of workshops, to 90 providers. Trained Group Daycare Administrators for OFC (40 hours). Financial Planner Consultant for Boston Mutual Life Ins.Co.
- 1992 – 1993** Springfield Day Nursery, 103 Williams St., Springfield, MA
Education Coordinator. Responsible for 40 Family Day Care Providers' training. Made daily home visits, demonstrated Curriculum, ordered supplies, and administered the Equipment lending program.
- 1990 – 1992** Office for Children, 120 Maple St., Springfield, MA.
Family Day Care Unit. Regulated 350 Family Day Care Providers in the Springfield, West Springfield area. Performed home assessments, and child abuse investigations, in collaboration with DSS.

1989 – 1990 Corporation for Public Management, 80 Maple St., Spfld, MA.
Program Director, Job Readiness /Employment Training.
Responsible for recruiting, assessing, training, and Job
Development for Transitional Assistance clients. Successfully
Placed 3 to 10 clients into productive jobs monthly.

1986 – 1989 Monarch Financial Service, Whitney Ave., Holyoke, MA
Systems Trainer. Developed and delivered systems training
To 350 associates.

1977 – 1985 MassMutual Life Insurance Co., 1295 State St., Spfld., MA
Manager, Pension Trust Dept. Responsible for staff of 15.
Systems Analyst, Developed and automated business
Requirements for the Pension Trust Department.

Education B.S., Early Childhood Education, University of Bridgeport,
Bridgeport, Ct.

M.A., Human Resource Development, AIC, Springfield, MA

